

CAREER STRUCTURES OF
WORKFORCE EDUCATION ADMINISTRATORS IN FLORIDA COMMUNITY AND
STATE COLLEGES: INTERNAL LABOR MARKET THEORY

By

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To my family, especially my two beautiful children, Robert and Riley

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ABSTRACT OF DISSERTATION PRESENTED TO THE GRADUATE SCHOOL
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REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

CAREER STRUCTURES OF
WORKFORCE EDUCATION ADMINISTRATORS IN FLORIDA COMMUNITY AND
STATE COLLEGES: INTERNAL LABOR MARKET THEORY

By

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The purpose of this study was to examine the applicability of internal labor market theory to the career advancement of community and state college workforce administrators. The study investigated (1) career lines or sequences of positions, (2) career advancement and mobility activities, (3) education level, and (4) demographic characteristics of workforce administrators.

Requests for participation were sent to the 88 workforce administrators who are members of the Occupational Education Standing Committee (OESC) for Florida State and Community Colleges. There were 56 usable surveys completed for a 64% response rate. Survey results are presented for all workforce administrators completed the survey. The survey solicited detailed information from participants in regards to educational background, work history, and level of participation in activities that may have influenced career advancement or career mobility.

Internal labor market theory was tested to determine the extent of internal hiring thereby examining the extent of boundaries between community college workforce education administrator labor markets and labor markets external to postsecondary education.

Findings in this study did not support the findings of Massie's 2003 study in which internal labor market theory was applicable only the community college administrative positions of

president and chief academic officer, not workforce education administrator. The difference in findings could possibly be attributed to factors such as year the study was conducted (2003 vs. 2010), sample size (16 vs. 56), or location (Nationwide vs. Florida). We found that internal labor market theory was applicable to community and state college workforce education administrators.

Workforce education administrators were more likely to be selected from internal labor markets. In order to advance to the workforce administrative rank at a community or state college, there were certain internal labor market customs and practices related to career path and education level that one must follow. The majority of the participants advanced through the community college labor market through traditional academic pathways.

CHAPTER 1 INTRODUCTION

There is a leadership crisis facing America's community colleges. As baby boomers retire in waves, vacant administrative positions in the community college will need to be filled. This crisis has been compounded by the increased pressure on community college workforce programs to prepare a nation of under-educated adults for critical labor market shortages. The role of workforce development programs in the community college setting has evolved. The leadership abilities of new workforce education leaders must evolve as well. Technological changes in the workplace have placed considerable pressure on the U.S. educational system to prepare students for increasingly skill-based occupations (Bailey, Kienzl, & Marcotte, 2004). The education requirement for the labor force has risen. America's overall institutional transformation has led to the bulk of occupational preparation taking place in community colleges and technical institutes (Jacobs & Grubb, 2003).

Workforce education programs play an important role in responding to local labor market needs as well as students' need for immediate employment (Van Noy, Jacobs, Corey, Bailey, & Hughes, 2008). Positions that historically never required baccalaureate degrees are now being required by employers (Walker, 2002). It is therefore imperative that community college workforce education administrators who are tasked with the daunting responsibility of increasing the educational attainment of America be found and developed in the leadership pipeline. A closer look at succession planning and identifying where potential workforce education administrators are in that pipeline is needed. According to Campbell (2009), succession planning is one of the tools colleges can use to address the leadership gap. This study took a closer look at the career pathways, education and experience of current workforce education administrators to identify possible places to identify future leaders.

Labor markets result from complex interactions of political, economic and institutional factors (Massie, 2003). Labor markets are arenas in which employment, movement between jobs, and development of job skills are structured similarly (Althausser and Kalleberg, 1981). This study examined community and state college administrators to determine if there were customs and practices that governed which employees were eligible to move into those positions. Internal labor market theory indicates that the pricing and allocation functions of the market take place within, rather than outside the establishment (Massie, 2003). Historically workforce education administrators came directly into their position from external business and industry markets. Previous studies have found that internal labor market theory did not apply to workforce education administrators in the community college. It was only applicable to other community college administrative positions, such as president and chief academic officer; there was a definitive career pathway that led to these positions. The study examined whether internal labor market theory was applicable specifically to community and state college workforce education administrators.

Statement of the Problem

Several major research studies have identified a pending leadership gap among community college administrators. These impending retirements not only impact current leadership, but the leadership pipeline as well (Shults, 2001). Studies by Shults (2001) and Campbell (2006) found that there will be shortage of community college administrators. A national study conducted by Duree (2008) also pointed to the urgency of developing a new pipeline of leaders due to the large waves of pending retirements of baby boomers. According to Campbell (2009), succession planning is one of the tools colleges can use to address the leadership gap. There is a need to identify and prepare future workforce administrators. Campbell (2009) asserts that ‘hiring the right person for any administrative position is crucial to the future of the college.’ The problem

was to determine if internal labor market theory applied to the selection of campus-level community and state college workforce administrators.

Purpose of the Study

This study expanded and updated earlier research completed by Dr. Susan Twombly (1986) and Dr. Richard Massie (2003) in an effort to identify the career pipeline of community college workforce administrators. Dr. Twombly and Dr. Massie researched career histories of community college presidents, chief academic officers and chief student affairs officers to identify the structure of the labor market. This study narrowed the focus to community college workforce administrators. The purpose of this study was to examine the applicability of internal labor market theory to the career advancement of community and state college workforce administrators. The study investigated (1) career lines or sequences of positions, (2) career advancement and mobility activities, (3) education level, and (4) demographic characteristics of workforce administrators.

The research questions that guided this study included:

1. What career lines can be identified from the job histories of community and state college workforce administrators?
2. To what extent are community and state college administrators selected directly from the postsecondary labor market rather than from external labor markets?
3. To what extent have community and state college workforce administrators held a faculty position?
4. To what extent have community and state college workforce administrators earned a doctorate?
5. What career advancement variables are important to community and state college workforce administrators?
6. What career mobility variables are important to community and state college workforce administrators?

Theoretical Framework

Labor markets are arenas in which employment, movement between jobs, and development of job skills are structured similarly (Althausser and Kalleberg, 1981). There are customs and practices that govern which employees are eligible to move into jobs and how the decision is made. Internal labor market theory indicates that the pricing and allocation functions of the market take place within, rather than outside the establishment (Massie, 2003). Internal labor market theory provided the theoretical framework through which to explore career pathways of community college workforce administrators.

Research Methods

The results were collected from workforce education administrators that are members of the Occupational Education Standing Committee for Florida Community and State Colleges. This statewide committee is comprised of workforce vice-presidents, associate vice-presidents, deans, directors and program managers from the community and state colleges in Florida. The instrument that was used to collect the responses was a modification of the questionnaire- Today's Academic Leader: A National Study of Administrators in Two-Year Colleges. The Center for the Study of Higher Education at the Pennsylvania State University, in conjunction with the American Association of Community Colleges used this instrument in 1985 to conduct a similar study. The questionnaire solicited detailed information from participants in regards to educational background, work history, and level of participation in activities that may have influenced promotion or career mobility. Several of the aforementioned studies in the literature review utilized this instrument. Twombly also used the instrument in her 1986 study mentioned earlier. Amey and VanDerLinden again used the instrument in 2002. The instrument was also used by Massie in 2003. Each participant was contacted by email and asked to complete the

questionnaire online by a specified date. Follow-up reminder emails were used to contact non-responders.

Definition of Terms

Workforce Education: includes specialized certificate and degree programs that lead directly to employment upon completion as well as continuing professional development training design specifically for various industries. Also referred to as career and technical education.

Workforce Administrator: persons responsible for leading and administering workforce education programs (e.g. program managers, deans, directors, vice presidents)

Labor Market: careers and occupations where there is job security, room for advancement, mobility chains, continuity of employment and salaried wages with benefits (Wadsworth, 2000)

Limitations

The research was conducted acknowledging limitations. The study was limited to workforce administrators that were located throughout Florida and were members of a statewide committee of workforce education administrators. The study was limited because the method utilized was a survey. The study was limited based on the assumption that the respondents were representative of the surveyed population. This study was also limited because data was collected prior to a significant downturn in the economy for state and federal governments.

Significance of the Study

Both federal and state governments have increased pressure and support of community colleges to increase the educational attainment of the labor force. Community college workforce education programs are experiencing rapid enrollment growth and expansion resulting from this pressure and the need for more Americans to attain postsecondary credentials suitable for employment. Impounding this growth are the leadership gaps that have resulted due to retiring

baby boomers. There is a critical need to identify effective workforce education administrators that can meet societal labor market demands for skilled employees. Twombly (1986) found that internal market theory was useful in the analysis of community college administrators. Several subsequent studies have applied internal labor market theory to community college administration in general. This study analyzed internal labor market theory specifically with the position of community college workforce education administrator.

Summary

Chapter 1 provided an overview of the research study. The problem leading to the study was identified as well as the purpose of the study, theoretical framework, research methods, definitions, limitations, and significance.

CHAPTER 2 REVIEW OF LITERATURE

This review expanded and updated earlier research completed by Dr. Susan Twombly (1986) and Dr. Richard Massie (2003). Dr. Twombly and Dr. Massie researched career histories of community college presidents, chief academic officers and chief student affairs officers to identify the structure of the labor market. This review narrowed the focus to community college workforce administrators. The purpose of this review was to examine the applicability of internal labor market theory to the hiring, selection, and career advancement of community college workforce administrators. This review explored literature and studies related to the (1) evolving role of workforce development programs in the community college, (2) impact of the community college baccalaureate, (3) leadership attributes of workforce administrators, and (4) career pathways of workforce administrators in the community college setting.

Evolving Role of Workforce Programs

The role of workforce development programs in the community college setting has evolved. Technological changes in the workplace have placed considerable pressure on the U.S. educational system to prepare students for increasingly skill-based occupations (Bailey, Kienzl, & Marcotte, 2004). America's overall institutional transformation has led to the bulk of occupational preparation taking place in community colleges and technical institutes (Jacobs & Grubb, 2003). Workforce education programs play an important role in responding to local labor market needs as well as students' need for immediate employment (Van Noy, Jacobs, Corey, Bailey, and Hughes, 2008). While community colleges have always pursued multiple missions, historically the academic and transfer functions received the most attention. Data collected by the United States Department of Education (2004) indicates that workforce and continuing education divisions of community colleges have often had second-class status when compared

with the academic and credit functions of the college. However, community college workforce personnel around the nation that participated in the study felt that their importance and visibility was evolving away from that of the ‘red-headed stepchild.’ Advocates of the academic transfer function for the community college argued that the growing emphasis on occupational education draws students into programs that do not encourage transfer to a university (Bailey, 2003). Brint and Karabel (1989) asserted that occupational education changed the entire mission of community colleges into low and middle class vocational schools that limited students’ opportunity for advancement. In contrast, advocates of community college occupational education argued that students do benefit financially from postsecondary education that does not lead to a bachelor’s degree. They asserted that students with associate degrees are qualified for the growing number of technical and technician level jobs that play critical roles in the economy (Bailey, Kienzl, & Marcotte, 2004). Some advocates on this side of the pendulum objected to multiple missions because it detracted from occupational education, which they felt should be the core function of the community college. Grubb (1999) argued (1) emphasis on academic education implies that there is only one valued postsecondary institution-the research university; (2) community colleges cannot win the academic battle due to its open access policy; and (3) since community colleges mostly fail in large transfer numbers, students are left with outcomes of uncertain academic value.

In a survey which focused on understanding mission priorities of senior level community college administrators, Amy and VanDerLinden (2002b) found that data from these administrators indicated that academic transfer, workforce preparation, and lifelong learning remain the mission of community colleges with an increased emphasis on workforce development forecasted for the future. In their study, more than 73% of the respondents

specifically mentioned workforce training, economic development, and meeting the needs of business and industry as areas of current mission emphasis.

The Workforce Development Institute (WDI) sponsored by the United States Department of Education (2004) had several recommendations that would better equip community college professionals to advance the division of workforce development and training. The WDI first recommended that community colleges examine their internal reporting structure to ensure that organizational barriers do not hinder labor market responsiveness or the institution's capacity to expand the region's economic and workforce development. Equal positions in workforce development that mirror positions in academic divisions would convey the message internally and externally that workforce development is a priority. In community colleges that are responsive to the demands of the labor market, administrators in workforce development and continuing education programs have equal standing with those who head academic divisions (USDOE, 2004). Many community colleges around the nation have followed this trend. Walla Walla Community College in Washington has two vice presidents- one for academic programs and one for workforce programs. Oakton Community College near Chicago has a similar structure- one vice president for academics and one vice president for workforce development and continuing education. Florida State College at Jacksonville has two associate vice presidents- one for liberal arts and another for workforce development and adult education. The state of Virginia showed its commitment by the establishment of deans of workforce development at its community colleges who coordinate Workforce Investment Act (WIA) activities. This raised the stature of non-credit workforce development programs in the entire state.

The WDI also recommended that community colleges closely examine whether or not to merge workforce development programs with the college's economic development activities. Often colleges offered similar content in a variety of formats- credit classes, non-credit classes, continuing education, and customized corporate training- all over campus in order to meet the needs of different clients. This set the stage for uneasy competition over students and limited resources. There were a number of community colleges that consolidated the workforce and economic development divisions. These colleges found that this consolidation enabled them to meet needs more efficiently, raise their visibility, and eliminate confusion over similar programming. Black Hawk Community College in Illinois eliminated confusion and reduced the use of resources by merging their Continuing Education division with their Business and Industry Center. Indian River State College in Florida improved coordination and management by centralizing their continuing education courses in its Business and Development Center. Springfield Technical Community College in Massachusetts took a different approach by dividing its Division of Economic and Business Development (DEBD) from its Division of Continuing Education. This reorganization allowed DEBD to gain its own vice president as well as a focus within upper administration on workforce development and entrepreneurship. Springfield is now more responsive to the labor demands of the market.

The Workforce Development Institute further recommended increased collaboration between academic and workforce programs. Historically, community colleges sharply divided academic credit programs and workforce noncredit programs with the workforce programs being marginalized. Labor market responsive community colleges invest effort into blurring lines that cause division between credit and non-credit programs. This collaboration is critical to being responsive to the labor market because the strengths of each division are complementary. Van

Noy et al. (2008) concurred with WDI's recommendation to collaborate across disciplines. Van Noy agreed that increased collaboration between academic credit and workforce non-credit programs benefits both students and employers. Academic and workforce programs must engage in continuous quality improvement initiatives that support setting goals, building teams, and communicating. Such cross-institutional teams could work together to improve processes such as registration, external partnerships, and faculty orientations. The credit and non-credit distinctions should be almost invisible to both students and all external stakeholders. While such collaborations may face faculty resistance initially, effective administrators demonstrate the advantages of working together. Ann Arundale Community College in Maryland rewrote faculty job descriptions to include workforce development course responsibilities in their teaching load. Northern Virginia Community College followed a similar strategy in retooling faculty roles. Contracts with faculty at NVCC included both academic credit and workforce non-credit courses as a part of their teaching load. The contracts officer at NVCC stated that including such stipulations in the actual contract helped to blur lines between credit and non-credit. Many community colleges articulate non-credit workforce courses into credit programs. The state of Florida established mandatory articulation agreements for community colleges in which non-credit workforce coursework or certificates articulate into credit programs.

The Community College Applied Baccalaureate

As the role of workforce education in the community college evolved, the advent of the community college applied baccalaureate significantly impacted workforce education. Townsend, Bragg and Ruud (2008) defined the applied baccalaureate as "a bachelor's degree designed to incorporate applied associate courses and degrees once considered as 'terminal' or non-baccalaureate level while providing students with the higher-order thinking skills and technical knowledge and skills so desired in today's job market" (p. 9). Within associate degree-

granting institutions, the applied baccalaureate is sometimes associated with the community college baccalaureate or CCB (Floyd, Skolnik, & Walker, 2005). Applied baccalaureates are typically in a niche and highly specialized position to address workforce needs.

Community Colleges' Expanded Mission

Since its inception, the community college has been a cornerstone in providing access to postsecondary educational opportunities for the underserved members of society. For many students the community college represented their best hope for postsecondary education (Phelan, 2000). The mission has evolved from strictly preparing undergraduates for transfer to upper division course work to the latest trend- the Community College Baccalaureate (CCB). The CCB is currently at the center of ongoing debates about the purposes of education. As with any emerging trend, there were both advocates and critics who represent strong opposing viewpoints. Advocates viewed the CCB as a new way to think about and facilitate the educational pathway to sustainable employment and advancement in today's technology driven economy (Samuels & Martin, 2001). According to Kenneth Walker, District President of Edison Community College, expanding the community college mission to include baccalaureate degrees while retaining an open door policy is a logical option in many communities (Walker, 2001). However, critics believed that the CCB represented mission and status creep- an opportunity for community colleges to compete with traditional four year colleges and universities, while diverting scarce resources away from traditionally under-funded populations such as remedial or workforce training (Pedersen, 2005). Community colleges with baccalaureate programs were at risk for mission creep if the CCB was created only to enhance academic prestige (OPPAGA, 2005).

Historical perspectives

The two year junior college was created by several prominent nineteenth and early twentieth century educators who wanted to relegate out the teaching of lower division

undergraduates. Educators such as Henry Tappen, President of University of Michigan, William Harper of University of Chicago, David Jordan, President of Stanford, and Alex Lange, Member of the California State Board of Education, all felt that universities could not become true research and professional development centers until they released lower division preparatory work (Cohen & Brawer, 2003). The junior colleges provided general education instruction to freshman and sophomore students who then transitioned to the university for research and higher order scholarship.

Leonard Koos, Walter Eells, and George Zook were also frequently acknowledged as early pioneers in the development of the junior college (Pedersen, 1987). Koos' influence was derived from his reputation as a researcher and faculty member at the University of Chicago. Zook's influence was derived from his position as the first Higher Education Specialist at the U. S. Bureau of Education. Zook secured financial backing to support the first junior college dissertation. Zook was also responsible for bringing together many of the junior college leaders for a meeting in St. Louis, which resulted in the formation of the American Association of Junior Colleges (AAJC) (Pedersen, 1995). Walter Eells was influential due to his role as Executive Director of the AAJC for twenty years and as the first editor of the association's journal.

Economic and social factors contributed to the expansion of the mission of junior colleges from a strictly collegiate transfer function to a more comprehensive institution that met the needs of the local community. During the 1960s, federal funding also enabled junior colleges to grow into expanded comprehensive community colleges with programs in vocational, technical, and adult education. Advocates contended that these changes in mission, programs, and culture did not alter the fundamental mission of the community college; neither did adding baccalaureate programs (Walker, 1994). Factors such as expanding industries, workforce

training, higher numbers of high school graduates, and social equity led to the rise of the community college (Cohen & Brawer, 2003). Expanding industries and new technologies needed to compete in the global marketplace required the training of a skilled workforce. By 1960, the percentage of high school graduates had jumped to 75%, up from only 30% in 1924 (Cohen & Brawer, 2003). Higher education was viewed as the venue for social equality, desegregation, and upward mobility. The close proximity of the community colleges increased access for many to postsecondary education. Perhaps the most pressing factor that contributed to the evolution of the community college mission was the increased demand being placed on the education system to solve all of society's ills. Schools were viewed as the tool for societal issues such as desegregation and unemployment. The comprehensive community college was able to quickly adapt its mission to serve all- from those needing basic skill remediation to people returning for required workforce training.

Emerging trends

Increased postsecondary enrollment, greater need for a baccalaureate degree, and limited geographical access were the foremost trends driving the CCB to meet the workforce demand for a higher educated employee. High school graduation rates steadily increased. The open access policy of the community college caused it to feel the pressure of serving these graduates, who will require postsecondary training in order to be competitive in the marketplace. The selective admission policies of traditional four year institutions limited the number of graduates that were served at their institution. Of the 191 occupations projected to have above average growth rates, 34% required a four year college degree or higher (Walker, 2001). The geographical proximity of community colleges to the population clusters as opposed to traditional four year institutions opened up access to postsecondary study. Limited access to public baccalaureate degree granting institutions had a negative impact on local business and industry needs because of the inability to

meet employment needs that required upper division coursework and baccalaureate degree programs (OPPAGA, 2005). Unmet employer needs had the potential to have a negative influence on the local economy.

Advocates versus critics

Advocates of the CCB believed that one of the advantages of the CCB was an increased ability to quickly respond to community and workforce needs. One of the cornerstone reasons for the growth of the community college was its historic ability to quickly respond to rapidly changing community and workforce needs. Providing workforce training requested by local employers and employees helped build the community's economic capacity (Cook, 2000). Employers benefited because the CCB programs were specifically designed to meet the workforce needs of the local area. Community colleges had experience developing, modifying, or terminating two year degree programs based on community and workforce needs (OPPAGA, 2005). This experience was replicated for the baccalaureate degree. The governing structure of the community college allotted flexibility for this type of quick response, whereas the governing structure of the university tended to be more rigid. Four year institutions have typically not responded to companies' needs for flexible training programs in key shortage areas such as education, healthcare, and information technology. An example of meeting this type of workforce need included Florida State College at Jacksonville's implementation of a Bachelor of Applied Science degree in Fire Science Technology at the request of the city and the local fire department industry.

Critics of this advantage felt that CCB advocates relied too heavily on the assumption that a need actually existed in the local community for such a program (Cook, 2000). Critics also felt that there was only anecdotal evidence to support this theory and cautioned advocates against making such pertinent decisions without hard data to support it. Critics also pointed out that a

documented need for change required a clear understanding of how education needs have been met and identification of existing gaps. According to Cook (2000), community college leaders should ensure that the need warrants a new response, or alternative routes should be explored.

The second advantage of the CCB according to advocates was the increased student financial, geographical, and academic access as well as low operating expenses. Rising university tuition costs have limited postsecondary access to many students. The USDOE Spellings Commission (2006) supported this view in their report that listed limited student access resulting from the rising costs of tuition and decreasing financial aid. Annual tuition and fees at public community colleges averaged approximately half those at four year colleges and less than 15 percent of private four year institutions (McKinney, 2003). In Florida, legislation in 2004 capped tuition for CCB degree programs at 85% of the tuition charged by state universities (OPPAGA, 2005). The justification was that universities received funding to support their research programs, which were not a part of the community college mission. For the 2004-05 year, this difference amounted to \$10.22 per credit hour or a total yearly savings of \$306.60 for students who took 30 credit hours (OPPAGA, 2005). Due to the geographical proximity of community colleges, students also saved money on room, board, and transportation expenses associated with a traditional college education. (McKinney, 2003). Geographical proximity of community colleges also provided access to the place-bound students who simply were unable to uproot their families and jobs to attend a four year university. Kenneth Walker (2001) touted that “the majority of students in higher education are older, attend part-time, and are employed. These students have families, jobs, mortgages, and other demands on their time. They want convenience, good treatment, and 24 hour availability of instruction and service.” Increased academic access through the CCB referred to the student being able to experience smaller

classes, less rigid sequencing, and greater scheduling options. Community colleges historically had the ability to academically serve students at all levels, including those in need of remediation. The CCB allowed a smoother transition due to students receiving all of their baccalaureate degree work at one institution. Research indicated that students were more likely to complete baccalaureate degrees if they did not transfer between schools (OPPAGA, 2005). Advocates also argued that the CCB had the potential to lower the overall costs of providing a baccalaureate education because community colleges were able to utilize existing resources, faculty, facilities, and support services.

Critics argued that it is short sighted of community colleges to think that they will be able to maintain lower tuition rates for CCBs. Pedersen (2001) contended that “more education require more costs, and more costs mean more tuition.” Community colleges offering CCBs will have no choice, other than major program reductions, to install dramatic tuition increases. The fear was that underserved students not pursuing a baccalaureate degree will be forced to bear the brunt of the costs for a chosen few. In Troumpoucis’ article (2004) on this subject, Dr. Barbara Townsend, professor at the University of Missouri, pointed out that convenience isn’t the best indicator of a quality education. While convenience should be considered, it should not be the primary motivating factor that a student uses to choose an institution. In an era of limited federal and state resources and funding, critics were concerned that the CCB only results in turf wars that disrupt the delicate, but needed, relationship between community colleges and universities (Troumpoucis, 2004). Critics maintain that an institution cannot simply continue to quickly convert to a baccalaureate mode without incurring significant on-going costs (Cook, 2000). Expenses such as faculty salaries, equipment and facilities that met additional baccalaureate accreditation requirements were inevitable. Another critical point that was raised dealt with

legislative and policy issues. Many existing postsecondary education legislative structures were based on a clear distinction between two and four year institutions. The CCB blurred those lines, and required changes in state statutes, governance, program approval, funding formulas, and financial aid (Cook, 2000).

The applied baccalaureate offered a means of enrolling adult and non-traditional students, who were historically underserved, in occupational-technical baccalaureate-level degree programs. The applied baccalaureate was intended to address employment sectors that faced serious economic crisis. These employment sectors included workforce occupations such as teaching, nursing, allied healthcare, public safety, computer, and various industrial engineering technology fields. Advocate rationales often emphasized the importance of using the applied baccalaureate to address workforce labor market needs. The applied baccalaureate was not limited only to adult and non-traditional students. Advocates of the applied baccalaureate at the community college envisioned them as a means to expand access to the baccalaureate; critics claimed they represented a threat to the integrity of the baccalaureate degree, diminished quality and added cost to an increasingly expensive higher education system with decreased funding. Critics of the applied baccalaureate cautioned against the implementation of this degree due to questioning the degree's integrity and value in the workplace. Officials in regions of the nation that have deliberately resisted the applied baccalaureate degree addressed the educational attainment gap by maximizing the existing higher education relationships between community colleges and universities. In these regions, emphasis was placed on joint-use education centers, two plus two articulation agreements, and university center partnerships. Research studies by Townsend, Bragg and Ruud (2008) showed that the applied baccalaureate was a viable option to reaching adult learners as well as meet larger systematic educational and economic needs.

Advocates of the applied baccalaureate degree garnered significant support from state and federal legislators who shared similar concerns about access and the vitality of the economy.

State Support

State governments have sought to balance the interest of advocates, educational systems, and the public at large. In recognition of the need to educate more adults, a number of states have authorized community colleges to offer the baccalaureate degree. As of 2010, community colleges offer baccalaureate degree in 17 states: Colorado, Florida, Georgia, Hawaii, Indiana, Massachusetts, Nevada, New Mexico, New York, North Dakota, Oklahoma, Texas, Utah, Vermont, Washington, West Virginia, and Wisconsin (Lewin, 2009). State officials gathered input from practitioners, policy leaders and other key stakeholders and developed a comprehensive higher education system that included applied baccalaureates which addressed workforce labor needs. After engaging practitioners in taskforces, state agencies worked with state legislature to pass laws and appropriation bills in support of the community college applied baccalaureate.

Florida's baccalaureate attainment

Florida was one of the states that have utilized the applied baccalaureate and the community college baccalaureate (CCB) as tools that addressed workforce labor market shortages. Florida leads the nation in the number of baccalaureate degrees offered in the community college system. Florida also rationalized the community college applied baccalaureate as a method to meet the needs of the growing number of adult and non-traditional students, who have limited opportunities for baccalaureate completion, yet are needed in the workforce labor market. Florida's community colleges were first authorized to offer baccalaureate degrees in 2001. Florida's baccalaureate degree programs have grown to over 110

community college baccalaureates being offered in 18 State Colleges, as of 2010 (FLDOE, 2010).

Florida was one of the states whose economy shifted from agricultural and service-based to health care, technology, and other more advanced industries. Several studies pointed to the fact that Florida was experiencing a critical statewide shortage in the teaching, nursing, and information technology labor markets. The approval of Florida Senate Bill 1716 (FSB 1716) resulted from efforts to close the significant gap between the increased demand for baccalaureate degreed workers versus the short supply. At the core of the reasons for the passage of FSB 1716 that permitted the community college applied baccalaureate was the issue of access to address critical shortage areas. The traditional mission of the community college included the ability to quickly respond to workforce needs as well as provide educational opportunities to adults who are bound to the local geographic area due to family, job, and economic responsibilities. The ability to expand postsecondary education for non-traditional adult students and those already in the workforce was essential to the United States workforce and economy (Pusser et al., 2007). However, many of these adults were limited in their pursuit of higher education due to the limitations imposed by the traditional university system. While FSB 1716 helped to increase access to baccalaureate degrees, this legislation stipulated that community colleges uphold their primary mission of open-door access, remediation, 2 + 2 articulation, and meeting the needs of underserved populations (FLDOE, 2010). The State Board of Education and the Board of Governors agreed that Florida's universities will continue to meet the access needs of traditional students, while community colleges would play a role in meeting workforce needs by providing CCBs in workforce-oriented, teaching, and nursing degrees. This required community colleges to develop dual access policies to meet the needs of lower division students that were a part of the

traditional mission and upper division students that were enrolled in the community college applied baccalaureate programs. While the open door policy was maintained at the lower level, community colleges had more rigorous admission policies in place for students enrolled in upper division baccalaureate coursework. The open access and remediation policies at the lower division allowed the community college to better prepare these students to articulate into upper division, fully prepared for more arduous coursework. Internal systems that track and monitor student academic progress needed to be in place to ensure the effective transition of associate degreed students into the upper division. Seamless articulation policies were also needed to avoid duplication and to make certain students' time to degree was as streamlined as possible.

Partnerships

Community colleges that expanded their offerings to include the community college applied baccalaureate enhanced policies regarding external partnerships. The need to expand partnerships was critical to the success of the community college applied baccalaureate (Cohen & Brawer, 2003). Many community colleges already had partnerships with local business and industry through program advisory committees. Community colleges also continued to ensure that there was constant collaboration with the Regional Workforce Board, the local Chamber of Commerce and employers. Expanding these external partnerships policies served dual purposes. First, it ensured that key stakeholders were provided with opportunities for input into the curriculum, feedback on graduates, and share employment trends. Second, it provided community colleges with the opportunity to tap into fiscal resources that could be provided by external partners, such as grant dollars, the purchase of required equipment or setting up clinical for nursing students with the local hospitals. Collaboration with the local university was maintained. In an era of limited federal and state resources and funding, critics were concerned that the community college applied baccalaureate only resulted in turf wars that disrupted the

delicate, but needed, relationship between community colleges and universities (Troumpoucis, 2004). There continues to be dialog regarding articulation agreements into university programs- for both 2 + 2 agreements and community college applied baccalaureate students that wish to pursue a master's degree. Community college baccalaureate graduates should be able to transition into master degree programs at the university without being required to take additional courses. Documentation of collaboration with the local university is also a required part of the community college baccalaureate application process. Community colleges also needed to expand the partnership with the local school district beyond dual enrollment and preparation of high school graduates for postsecondary study. The partnership expanded to include discussion of the need for more teachers, from establishing community college baccalaureate degrees in the education arena to setting up alternative certification programs for teachers with degrees in other fields.

Resources and capacity

As more community colleges expanded their mission and offered community college baccalaureate degrees, policies regarding resources and capacity were evaluated. The Florida Legislature, based on recommendations from a joint task force of the State Board of Community Colleges and the Board of Governors, redesigned the entire Division of Community Colleges and created the Florida College System. The Florida College System is composed of the 28 two and four-year public institutions. The Florida College System has served as the higher education launching point for half of the State University System's upper-division students. Eighty-two percent of minority students that attended Florida's public colleges and universities began their postsecondary education in the Florida College System (FLDOE, 2010). Sixty-six percent of Florida high school graduates who enrolled in a Florida postsecondary institution enrolled in The Florida College System (FLDOE, 2010). More than 23% of those enrolled were aged 35 or older,

according to the Florida Department of Education (2010). There was a Florida College System institution located within 50 miles of every Floridian (FLDOE, 2010). Even with its traditional mission, community colleges were expected to do more with less. As the economy tightened, community colleges developed capacity policies that allowed them to serve more students without a sizeable increase in funding. Community colleges were charged with how to re-slice the same size pie for more people, not an easy task. Critics maintained that an institution cannot simply convert to a baccalaureate mode without incurring significant costs (Cook, 2000). Expenses such as faculty salaries, equipment and facilities that met additional baccalaureate accreditation requirements were inevitable. In order to counter those additional expenses, critics of the community college baccalaureate insisted that eventually community colleges will decrease services to the underserved (remedial and certificate students). Since FSB 1716 mandated that community colleges continue existing services, community colleges needed to ensure that access policies were maintained or risked being in violation of the state statute. Community college administrators reallocated and/or acquired funding to meet SACs faculty credentialing and facility requirements, such as library holdings, etc. Policies regarding class size and course delivery systems were evaluated in order to ensure optimal faculty and space usage. Increasing the availability of online and hybrid courses, where appropriate, increased space and class size. In order to accommodate additional students and online courses, information technology items such as web capacity, server size and updated computer labs were taken into account. Funding sources from both recurring and non-recurring sources was examined. While community colleges can increase tuition as a source of recurring revenue, FS 1716 still limited the total student tuition cost to only 85% of current university tuition. Non-recurring funding from sources such as grants was vamped up. Community colleges that expanded their mission to

include the community college baccalaureate were still required to maintain service to their original targeted population.

The demand for new teachers, particularly in exceptional education, secondary math and science was extensively outpacing the ability of Florida's state and private colleges and universities to keep up with the need. Approximately 20,000 teaching positions needed to be filled annually between 2005 and 2020, due to the constitutional class size amendment and the growing student population (FLDOE, 2008). A review of the number of graduates from the State University System's Teacher Education Programs pointed to a ten year decline in individuals earning degrees (FLDOE, 2008). Of those who did graduate, only 50-60% historically became classroom teachers in Florida in the year following their graduation (FLDOE, 2008)

Federal Support

The National Commission on Adult Literacy (2008) contended that inadequate access to postsecondary education for adult and non-traditional learners was placing the US at risk and recommended federal legislation and reforms. The Commission (2008) described current methods associated with educating adults for the workforce as "putting our country in great jeopardy and threatening our nation's standard of living and economic viability (p. v). While the Workforce Investment Act of 1998 and Carl D. Perkins Career and Technical Education Improvement Act of 2006 attempted to facilitate college attendance and employment, both fell short of enhancing baccalaureate access for adult and non-traditional students.

President Obama established the American Graduation Initiative to provide additional non-recurring funding in the form of grants specifically for community colleges. Community colleges were able to get federal funding for updating facilities, developing innovative student success strategies, and development of online resources. Resource development offices at community colleges need to be proactive and aggressive in pursuit of these federal dollars. Administration

needed to be strategic in their use of the dollars, since they were non-recurring. Community colleges that expanded their mission to include the CCB were still required to maintain service to their original targeted population. Universities continued to serve the traditional student. This new college and university system expanded access to postsecondary education for all populations in Florida.

Changing Economic Landscape

The level of postsecondary education continued to be a concern in the United States. The attainment of the applied baccalaureate degree was recognized as a definitive indicator of educational attainment. The baccalaureate created an economic advantage for students and governments and opened up job opportunities, increased salaries, and improved productivity (Bragg, Townsend, & Ruud, 2009). Cabrera, Burkum, and LaNasa (2005) asserted that “a bachelor’s degree is no longer considered a potential stepping-stone to a better life. It is fully acknowledged as the gatekeeper to a myriad of social and individual benefits” (p. 2). Even positions that historically never required baccalaureate degrees were now being required by employers (Walker, 2002). As the economic landscape changed, the necessity of preparing citizens to compete in a global market became vital (FLDOE, 2008). The community college applied baccalaureate emerged as one of the solutions to baccalaureate attainment and workforce development.

Expanding postsecondary education to adult learners and those already in the labor market was critical to the United States’ workforce and economy (Pusser et al., 2007). However, adults in Florida continued to struggle to find suitable access to college. The economic landscape of Florida shifted from agricultural and service oriented industries to ones that required higher postsecondary education. Florida ranked 46th out of 50 states in baccalaureate degree production (FLDOE, 2008). Compounding the low supply of degreed workers was the projected shortage of

workers in critical needs occupations such as teachers, nurses, and information technology employees. The shortage of baccalaureate degreed workers was not only a dilemma in Florida, but in other states as well. The percentage of adults with at least a baccalaureate degree was as low as 18% in some states and only as high as 41% in others (National Center for Public Policy and Higher Education, 2006). Pusser et al. (2007) asserted that “increasing the adult attainment of the baccalaureate degree will produce the highest individual and social returns” (p. 3).

Access for Non-traditional Students

The traditional mission of the community college provided a significant access point to postsecondary education for the growing number of adult and non-traditional students. Adult and non-traditional students were typically defined as students who are older than traditional college age, working part or full-time, and had family responsibilities that limited their ability to relocate or travel to attend college (Bragg, Townsend, & Ruud, 2009). Meeting the needs of these place-bound students became a priority. Most of these students had limited opportunities to pursue higher education because traditional universities did not take into account their complex lives (Bragg, Townsend, & Ruud, 2009). The growth of the community college baccalaureate was attributed to the need to enroll this increasing number of adult and non-traditional learners who had circumstances that made attendance at a traditional university extremely challenging, if not impossible (Bragg, Townsend, & Ruud, 2009). The number of adult and non-traditional students in higher education grew due to the changed economic landscape that “put a premium on an educated workforce” (Chao, DeRocco, & Flynn, 2007, p. 3). Rationale shifted from the needs of institutions to larger, economic concerns.

Leadership Attributes of Workforce Administrators

This evolved role of workforce programs in the community college also drew closer attention the leadership attributes needed by workforce administrators to manage the programs.

Workforce program faculty and administrators responded appropriately to the various societal and workforce changes and provided opportunities to for the nation's workforce (McElvey, Hall & Lynch, 1997). According to Neil Edmunds, former president of the American Vocational Association,

‘those who will lead workforce education into the 21st century must be shareholders in a unifying vision; these leaders must understand the broad scope of vocational education. They must be skilled communicators; they must be as comfortable outside the educational setting as within it, moving easily among people from government, education, and businesses (cited in McElvey, Hall, & Lynch 1997).

Increased interest in development of leadership attributes in workforce administrators arose not only from new demands resulting from the evolving role of workforce education, but also from numerous retirements. Increased retirements of community college administrators also called for the need to identify important skills needed for future leaders (Shults, 2001). A study by Campbell (2006) also found a leadership gap due to retirements in specialized administrative positions in the community college.

Research conducted specifically on leadership in workforce education has resulted in the identification of leadership attributes necessary for vocational leaders. The research studies outlined below, many of which were sponsored by the National Center for Research in Vocational Education (NCRVE), provide a valid conceptual model of leadership in workforce education.

Leadership development in workforce education progressed away from a model of categorized, task –oriented behaviors and toward a model of transformational leadership (Moss & Liang, 1990). Several studies of leadership in workforce education were conducted to identify effective leadership attributes of workforce administrators. In the Moss and Liang study (1990) of 34 postsecondary technical colleges, the following six attributes emerged in predicting perceived effectiveness: (1) motivating others; (2) team building; (3) adaptable, open and

flexible; (4) gathering and managing information; (5) willing to accept responsibility; and (6) insightful. These leadership attributes were clustered into three main categories: (1) social skills and characteristics, (2) personal characteristics, and (3) management skills. Evidence resulting from this study suggested that these three main categories could be further subdivided into the following factors: organizational, cognitive, visionary, action-oriented, energetic, ethical, interpersonal, and intellectual. This study was critical in that these research efforts by Moss et al. resulted in the identification of thirty seven leadership attributes specific to workforce administrators and the development of the widely used Leader Attributes Inventory (LAI). Several subsequent studies, a few of which are described below, refined and validated these attributes outlined in the LAI.

A follow-up study by Finch, Gregson, and Faulkner (1991) sought to determine which leadership attributes in the LAI, as demonstrated by behaviors, were reflective of successful workforce administrators in their work roles. The study gave consideration to the situational context, individuals, and groups within which these behaviors were demonstrated. While results of the study validated the leadership attributes and conceptual structure identified in the 1990 Moss and Liang study, communication emerged as an attribute that needed further analysis. Several patterns related to communication emerged. Successful workforce administrators (1) did not rely on a single form of communication, (2) demonstrated effective listening skills, (3) used communication in a wide range of contexts, and (4) integrated communication with a wide variety of leadership attributes. This study also pointed to a need for (1) interactive simulations that allowed participants to utilize various leadership attributes in dynamic workforce education environments and (2) case studies and incidents drawn from actual workforce education situations that allowed leaders to explore alternative actions and solutions.

Moss, Finch, and Johanson (1991) conducted a study to determine the kind of criteria workforce faculty use when they judge the effectiveness of their administrators. The researchers in this study developed a classification system based on the extent to which the administrator's behavior was perceived to (1) improve the quality of the group process, (2) have had a personal impact on subordinates, and (3) have helped the institution perform tasks successfully and attain its goals. Results of the study revealed that the criteria most frequently used by workforce faculty to identify effective leadership were those which satisfied the instructors' job-related needs. The next most frequently used categories of criteria were all group process outcomes. 'Inspire a vision' was the only group process not used frequently by the instructors.

Finch and Faulkner (1991) did a study that focused on economic development-related programs that were established by postsecondary workforce education administrators and examined the leadership roles these persons played in establishing the program. Drawing from the 1991 Finch, Gregson, and Faulkner study mentioned earlier, cases were prepared that described how successful workforce administrators used their leadership skills to respond to the need for improved workforce development. The focus was on three areas: (1) productivity training, (2) customized training, and (3) technology transfer. Results indicated that in economic development activities, workforce administrators' expertise in vision, insight, planning, and communication were critical attributes.

In a study by McElvey et al. (1997), Moss' LAI was utilized to determine the correlation between how the presidents of technical institutes in Georgia viewed their leadership attributes and how faculty at those technical institutes viewed the leadership attributes of their presidents. Findings suggested that the greatest difference between presidents' perception and faculty members' perception were in the following eight attributes: accountability, adaptability,

commitment to the common good, personal integrity, high ethical standards, sensitivity (respect), appropriate use of leadership styles, and motivating others. The greatest amount of agreement between the two groups' perceptions of the presidents' leadership attributes occurred in the following six attributes: energetic, insightful, assertive, organizing, time management/personal organization, and information gathering. It was concluded that the faculty members and presidents did not agree on leadership attributes of the presidents. These findings indicate that future workforce education leaders must understand themselves and faculty as well as effectively share the vision with all subordinates.

Internal Labor Market Theory and Career Pathways of Workforce Administrators

Now that the leadership attributes of effective workforce administrators have been developed and validated, it is imperative to examine the pipeline of future leaders. Several major research studies have identified a pending leadership gap among community college administrators. These impending retirements not only impact current leadership, but the leadership pipeline as well (Shults, 2001). Studies by Shults (2001) and Campbell (2006) found that there will be a shortage of community college administrators. A national study conducted by Duree (2008) also pointed to the urgency of developing a new pipeline of leaders due to the large waves of pending retirements of baby boomers.

Labor markets were arenas in which employment, movement between jobs, and development of job skills are structured similarly (Althausen & Kalleberg, 1981). There were customs and practices that governed which employees were eligible to move into jobs and how the decision was made. Internal labor market theory indicated that the pricing and allocation functions of the market take place within, rather than outside the establishment (Massie, 2003). Internal labor market theory provided the theoretical framework through which to explore career pathways of community college workforce administrators. While this study narrowed the focus

to community college workforce administrators, several research studies have examined internal labor market theory and the career paths of community college administrators in general.

In a study by Moore, Twombly, and Martorana (1985), the researchers identified four senior administrative positions that were most common in the career path leading to the community college presidency. These positions were chief academic officer, chief business officer, chief student affairs officer, and continuing education officer. The study was ground breaking in that it also charted career paths for these five senior administrative positions. Attention was given to three elements of internal labor markets- boundaries, career pathways, and movement along career pathways. In this study, analysis of the responses found that chief administrators in the aforementioned positions were likely to have come from within the community college labor market as opposed to external markets or four-year university markets. Since movement along the administrative career pathway occurred within the community college labor market, then the community college administrative labor market was relatively closed to individuals from external labor markets. Community college business officers were an exception to this finding in that the majority surveyed had moved directly into their current position from outside postsecondary education. Analysis of the career lines of current presidents, chief academic, chief student affairs and chief business officers also revealed a common structure. The commonality for the career path for each administrative position was found at the level of the first position previous to the current position (Moore, Twombly, & Martorana, 1985). The first previous position appeared to be the most important position in the career pathway.

A follow up study by Amey and VanDerLinden (2002a) identified two additional leadership positions in the presidential pipeline that were not traditional academics- the business/industry liaison and occupational/vocational education leader. This study found that

most occupational or vocational administrators (OVA) held their immediate previous position at community college. Forty-one percent of the OVAs had traditional career paths and moved into the position from associate/assistant dean, director, or department chair positions. Nineteen percent were promoted into the position directly from the faculty ranks. Only five percent came directly from private-sector jobs, and only five percent came directly from a public school setting. The remaining OVAs in the study were in immediate previous positions such as career counselor, director of student services, director of human resources, and assistant to the president. While the average time at their institution was 14 years, most of the OVAs studied were relatively new to their positions- five years or less. Twenty percent of the OVAs held positions at four year colleges at some point in their career path. Almost 50% of the OVAs were faculty members at a community college at one time. Only 11% of these administrators previously held jobs in the private sector; typically working as consultants, human resource managers, trainers, or engineers.

In a subsequent study by Massie (2003) the applicability of internal labor market theory to the career pathways of four senior level community college administrators- college president, chief academic officer, and chief workforce development officer- was studied. While the study found that internal labor market theory was applicable to college president and chief academic officer, the research did not support the internal labor market theory for the position of chief workforce development officer. Thirty-one percent of presidents surveyed in this study held the position of chief academic officer. None of the presidents were from outside education. Thirty-seven percent of the chief academic officers were previously deans/directors, 22% were associate deans, and 11% were chief academic officers. Fourteen percent were selected from outside education. For the position of chief workforce development officer, 25% were selected from

outside education from the first previous position, 45% were selected from outside education for the second previous position, and 25% were selected from outside education for the third previous position. Within the community college labor market, presidents and chief academic officers were most likely to have earned a doctorate. Ninety-six percent of presidents and all of the chief academic officers in this study had earned doctorates. The internal labor market in this study indicated that the master's degree was the highest degree for the majority of chief workforce development officers; 87% had a master's degree, while only 50% held a doctorate. Community college presidents and chief workforce development officers identified participation in organized community activities as the most important external activity for career advancement within the internal labor market. The most important internal labor market community activity identified by all three positions was participating in economic development and business activities. Internal labor market indicators for the chief workforce development officer were (1) seeking out a mentor; (2) participating in economic development and business activities; (3) participating in organized community activities; and (4) participating in special institutional task forces, committees, and commissions.

While studies indicated there was a shortage of qualified workforce administrators, the role was evolving and complex. Much work has been done to identify the leadership attributes that will be needed by future administrators in the pipeline. However further study needs to be done on identifying future leaders in the pipeline and providing them with the necessary leadership development training that will prepare them to lead workforce education through the 21st century.

Summary

Chapter 2 discussed the evolving role of workforce education, the impact of the community college baccalaureate, the leadership attributes of workforce education

administrators, and career pathways. Several similar major studies that examined internal labor market theory and career pathways were also discussed. In a study by Moore, Twombly, and Martorana (1985), the researchers identified four senior administrative positions that were most common in the career path leading to the community college presidency. A follow up study by Amey and VanDerLinden (2002a) identified two additional leadership positions in the presidential pipeline that were not traditional academics- the business/industry liaison and occupational/vocational education leader. This study found that most occupational or vocational administrators (OVA) held their immediate previous position at community college. In a subsequent study by Massie (2003) the applicability of internal labor market theory to the career pathways of four senior level community college administrators- college president, chief academic officer, and chief workforce development officer- was studied. While the study found that internal labor market theory was applicable to college president and chief academic officer, the research did not support the internal labor market theory for the position of chief workforce development officer.

CHAPTER 3 RESEARCH METHODOLOGY

Purpose of the Study

As indicated in the literature review, several major research studies have identified a pending leadership gap among community college administrators. These impending retirements not only impact current leadership, but the leadership pipeline as well (Shults, 2001). Studies by Shults (2001) and Campbell (2006) found that there will be shortage of community college administrators. A national study conducted by Duree (2008) also pointed to the urgency of developing a new pipeline of leaders due to the large waves of pending retirements of baby boomers. There was a need to identify and prepare future workforce administrators. This study expanded and updated earlier research completed by Dr. Susan Twombly (1986) and Dr. Richard Massie (2003) in an effort to identify the career pipeline of community college workforce administrators. Dr. Twombly and Dr. Massie researched career histories of community college presidents, chief academic officers and chief student affairs officers to identify the structure of the labor market. This study narrowed the focus to community college workforce administrators. The purpose of this study was to examine the applicability of internal labor market theory to the career advancement of community and state college workforce administrators.

Research Questions

The research questions that guided this study included:

1. What career lines can be identified from the job histories of community and state college workforce administrators?
2. To what extent are community and state college administrators selected directly from the postsecondary labor market rather than from external labor markets?
3. To what extent have community and state college workforce administrators held a faculty position in their first three previous positions?

4. To what extent have community and state college workforce administrators earned a doctorate?
5. What career advancement variables are important to community and state college workforce administrators?
6. What career mobility variables are important to community and state college workforce administrators?

Participants

Workforce education administrators that were members of a statewide committee of workforce education administrators for the 28 Florida Community and State Colleges, were selected as participants for this study. This statewide committee was comprised of workforce vice-presidents, associate vice-presidents, deans, directors and program managers from each of the community and state colleges in Florida. This committee had a strong influence on state policies related to workforce education. The members of this committee were engaged in workforce education planning and advancement for the entire state of Florida. This committee was dedicated to

- advocate and promote the interests of and support for career and technical education and economic development;
- provide leadership for coordination and integration of collaborative efforts among all partner;
- stimulate innovation and responsiveness in development and delivery of programs and services;
- encourage partnerships to promote more comprehensive and effective programs and services;
- provide for and support the professional development members;
- disseminate appropriate research and information to members;
- promote ethical standards and conduct;
- communicate and provide appropriate information to the leadership of the state college system to support all areas of career and technical education.

Research Design

Survey research in the form of a questionnaire was administered to participants to examine the education, career pathways, and variables that influence career advancement. Statistical analysis including descriptive statistics was completed for each of the main research questions utilizing the Key Survey and Statistical Packages for Social Sciences software packages.

Instrument

The instrument that was used to collect the data was a modification of the questionnaire-*Today's Academic Leader: A National Study of Administrators in Two-Year Colleges*. The Center for the Study of Higher Education at the Pennsylvania State University, in conjunction with the American Association of Community Colleges used this instrument in 1985 to conduct a similar study. The questionnaire solicited detailed information from participants in regards to educational background, work history, and level of participation in activities that may have influenced career advancement or career mobility. Several of the aforementioned studies in the literature review utilized this instrument. Twombly also used the instrument in her 1986 study mentioned earlier. Amey and VanDerLinden again used the instrument in 2002. The instrument was also used by Massie in 2003. Content validity was established by surveying a panel of senior-level administrators as experts who identified the top five significant career advancement, mobility, and job search variables that should be included.

Data Collection

The data was collected from workforce education administrators that were members of the Occupational Education Standing Committee of the Council (OESC) on Instructional Affairs, a statewide committee of workforce education administrators for the 28 Florida Community and State Colleges. Participants who attended the February 2010 OESC meeting were informed verbally during a presentation about the upcoming study by the researcher. Participants

expressed interest in the results in order to determine the role that the committee could play in the identification and development of future workforce education administrators. Each participant was contacted on October 19, 2010 by email and asked to complete the questionnaire online utilizing a direct link to the survey included within the email. The first reminder email was sent to non-responders one week later on October 26, 2010. A second and final reminder email was sent to non-responders two weeks later on Nov 2, 2010.

Statistical Analysis

A descriptive statistical analysis was completed for each of the 6 research questions. Key Survey online survey was utilized along with Statistical Packages for the Social Sciences for online distribution and statistical analysis. The analysis was evaluated for the proportion of community and state college workforce education administrator that gave detailed responses.

Research question 1 inquired about the career lines of workforce development administrators. The analysis includes a qualitative description of the career lines utilizing the coding scheme developed by Dr. Susan Twombly (1986) in her previous research, *The Structure of Careers of Top-Level Two-Year College Administrators: An Internal Labor Market Approach*. For the purpose of this research, career lines were identified sequences of positions which led to community and state college workforce administrator positions. Position sequences were placed into common career patterns. The coding scheme was as follows:

First Previous Position:

1. Chief Workforce Development Administrator
2. Acting President, Campus Executive, Executive Vice President
3. Chief Academic Officer
4. Other line dean. This category included chief business officer, chief student affairs officer, chief planning officer, and assistant to the president.

5. Other dean/director. This category included all other deans and directors, such as registrar, director of financial aid, director of continuing education, all deans/directors of academic programs.
6. Associate/assistant/staff. This category included all positions having a title prefix of associate/assistant/staff, with the exception assistant to the president
7. Faculty. All faculty of any rank
8. Positions outside postsecondary education.

Second Previous Position:

1. Coding was the same as the first previous position with the exception of the faculty category. For the second previous position level, this category was split into faculty and department heads.

Third Previous Position:

1. Top administrative position, which included President, Campus Executive, Executive Vice President
2. All other administrative positions
3. Faculty positions, including Department Head
4. Positions outside postsecondary education.

The analysis for research question 2 ascertained the proportion of workforce administrators selected directly from postsecondary institutions versus external labor markets. Research question 3 included analysis of the extent to which workforce development administrators held a faculty position. Research question 4 included an analysis of the extent workforce development administrators earned a doctorate degree. Analysis of research questions 5 and 6 included statistical frequencies, percentage, mean scores and gamma coefficients to evaluate the relationship between the 16 career variables.

Summary

Chapter 3 discussed the research methodology for analyzing the career structures of community and state college workforce education administrators. Survey research in the form of

a questionnaire was administered to participants to examine the education, career pathways, and variables that influence career advancement. The instrument that was used to collect the data was a modification of the questionnaire- Today's Academic Leader: A National Study of Administrators in Two-Year Colleges. The data was collected from workforce education administrators that were members of the Occupational Education Standing Committee of the Council (OESC) on Instructional Affairs, a statewide committee of workforce education administrators for the 28 Florida Community and State Colleges. Statistical analysis including descriptive statistics was completed for each of the main research questions utilizing the Key Survey and Statistical Packages for Social Sciences software packages.

CHAPTER 4 RESULTS

Survey Responses

Requests for participation were sent to the 88 workforce administrators who are members of the Occupational Education Standing Committee (OESC) for Florida State and Community Colleges. There were 56 usable surveys completed for a 64% response rate. Survey results were presented for all workforce administrators completed the survey.

Participant Profiles

The gender of the majority of participants in this research was female. With 32 female and 24 male respondents, females outnumbered the males by more than 14%. The ethnicities of the participants are displayed in table 4-1. Ethnic responses gathered from the participants in this study indicated that the majority of workforce education administrators in Florida were Caucasian. Eighty-seven percent of those who participated in this study were Caucasian. Seven percent of the participants were African-American. Four percent of the participants were Hispanic. Two percent of the participants chose the 'Other' ethnic category and further indicated they were mixed with Native American and Caucasian. There were no Asian American participants.

Table 4-1. Ethnicity

Ethnicity	Group Total
African-American	4 (7%)
Caucasian	48 (87%)
Hispanic	2 (4%)
Asian	0 (0%)
Native American	0 (0%)
Other	1 (2%)
Total	55 (100%)

In analyzing the age of the participants, the majority of the participants in this study were considered ‘baby boomers’ because they were born between 1946 and 1964. Of the 48 responses to age, 79% were baby boomers. Twelve percent of the participants were born between 1965 and 1976. Eight percent of the participants were born prior to 1946.

Research Question 1

Research question 1 examined the previous career lines of workforce education administrators. Table 4-2 reports the first previous positions held by workforce education administrators. Eighty-seven percent of the participants were selected from within the community college labor market, according to the responses given to the first previous position variable. This percentage was consistent with Amy and VanDerLinden’s (2002a) study, in which 84% of the workforce education administrators participants held community college positions as their first previous position. Thirty-eight percent, the majority, of workforce education administrators in this study held a dean or director position as their first previous position. This percentage was up from Massie’s (2003) study in which only 25% of workforce education administrators were previously deans. However, in Massie’s (2003) study the number of workforce education administrators who were previously deans was actually tied at 25% with the number of administrators who were pulled directly from a labor market external to postsecondary institutions. The second highest first previous position, at 27%, held by participants was the assistant or associate dean position. Fourteen percent of participants were faculty members prior to accepting their current workforce education administrative position. Four percent of workforce education administrators’ first previous position was at the chief workforce development administrator position for their entire college. Typically, these administrators were transitioning from a smaller college to a larger one. Workforce education administrators whose first previous position was that of an executive vice president was 4%.

Two percent of the participants were previously the chief academic officer. None of the participants in this study held a first previous position of dean or director of an area outside workforce education.

Table 4-2. First previous positions of workforce administrators

First previous position	Group total
Chief Workforce Development Administrator	2 (4%)
Acting President, Campus Executive, EVP	2 (4%)
Chief Academic Officer	1 (2%)
Other line dean or director	0 (0%)
Dean or director	21 (38%)
Associate/assistant/staff	15 (27%)
Faculty	8 (14%)
Positions outside postsecondary education.	7 (13%)
Total	56 (100%)

Table 4-3 reports the second previous position held by workforce education participants in this study. Seventy-one percent of participants were inside the community college labor market for their second previous position. Twenty-five percent of second previous positions held by workforce education participants in this study were in the associate dean or staff position (such as program coordinator) category. Twenty-one percent of the participants held a dean or director position as their second previous position. The position of faculty, not including department head, was held by 14% of the participants. Five percent of the participants were faculty department heads in their second previous position. Two percent of participants held the executive dean position. Two percent of the participants were directors of an area other than workforce education. This represented the first entry of other collegiate departments into the area of workforce education. There were 2% of the participants who did not report their second previous position. Twenty-nine percent of second previous held by participants in this study were external to the postsecondary labor market. At this point the entryway into the community

college workforce education labor market from markets external to postsecondary education widened from the narrow 13% in the first previous position. In Massie’s (2003) study, none of the workforce education participants were in markets external to the postsecondary labor market. No participants held the title of chief workforce development administrator or chief academic officer as their second previous position.

Table 4-3. Second previous positions of workforce administrators

Second previous position	Group total
Chief Workforce Development Administrator	0 (0%)
Acting President, Campus Executive, EVP	1 (2%)
Chief Academic Officer	0 (0%)
Other line dean or director	1 (2%)
Dean or director	12 (21%)
Associate/assistant/staff	14 (25%)
Faculty	8 (14%)
Faculty- Department Head	3 (5%)
Positions outside postsecondary education.	16 (29%)
Not reported	1 (2%)
Total	56 (100%)

Table 4-4 reports the third previous position held by participants in my study. Nearly half of the participants, or 43%, held positions outside postsecondary education as their third previous position. This indicated that a large percentage of the participants entered the community college workforce labor market in their second previous position. Thirty-two percent of the participants had an administrative or staff position of some capacity within the postsecondary labor market as their third previous position. Sixteen percent of the participants held faculty positions, which included department heads. Seven percent of the participants did not report their third previous position. Two percent of the participants held a top administrative position as their third previous position. Positions included in the top administrative position were president, executive vice

president, or campus executive. In Massie’s (2003) study, 25% of the participants were in positions external to the postsecondary labor market in their third previous position.

Table 4-4. Third previous positions of workforce administrators

Third previous position	Group total
Top administrative position, includes President, Campus Executive, Executive Vice Pres.	1 (2%)
All other administrative positions	18 (32%)
Faculty positions, including Department Head	9 (16%)
Positions outside postsecondary education	24 (43%)
Not reported	4 (7%)
Total	56 (100%)

Research Question 2

In examining the career lines of the workforce education administrators that participated in this study, research question 2 inquired about the extent that workforce education administrators were selected directly from internal postsecondary labor markets. As shown in Table 4-5, 87% of the participants were selected from within the postsecondary labor market. Only 13% of the participants were selected from external labor markets directly into their current workforce education administrator position. This percentage was consistent with Amey and VanDerLinden’s (2002a) study, in which 84% of their participants were selected from the internal postsecondary labor market. Massie’s (2003) study reflected a lower number, at 75%, of internal selections. This indicated that while workforce education administrators had past experience in the business and industry labor market, they did not immediately enter a postsecondary education administrative position directly from that external market.

Research Question 3

Research question 3 inquired whether workforce education administrators held a faculty position during their immediate three previous positions. Nearly one-third of the participants, at

36%, listed faculty member, including department heads and adjuncts, as one of their three previous positions.

Table 4-5. Internal vs. external labor market selection

Internal versus external	Group total
Internal selection	49 (88%)
External selection	7 (13%)

Note: Percentages do not equal 100 due to rounding

The majority, at 59%, did not list faculty member in any capacity as one of their three immediate previous positions. Although this figure was consistent with Massie’s (2003) study in which 56% of workforce education administrators responded that they never held a faculty position, this did not signify that the participants in this study were never faculty members. The scope of this study only inquired into the first three previous positions of the career ladder. Therefore it was quite possible that a portion of the 59% in this study were faculty members prior to their third previous position. As shown in Table 4-6, 32% of the participants were currently teaching in addition to holding their current administrative position. Sixty-eight percent of the participants were not currently teaching. Of the participants who were currently teaching, the majority, or 83%, was teaching at their current institution. Eighty-seven percent of participants who were currently teaching were at institutions that offered bachelor degrees. Eleven percent was teaching at a different institution. Six percent were teaching at both their current institution and at another institution.

Table 4-6. Current teaching location

Location	Group total
At present institution	15 (83%)
At another institution	2 (11%)
At both	1 (6%)
Total	18 (100%)

Research Question 4

Research question 4 asked participants about their postsecondary education credentials. Table 4-7 reports the education level of the participants. All 56 of the participants had obtained a bachelor's degree. Fifty-seven percent of the participants had at least a master's degree. Of the 57%, 41% of the participants had earned a master's degree and 16% were currently pursuing a doctorate degree. Forty-one percent of the participants also had an earned doctorate degree. In Massie's (2003) study 50% of the workforce administrators had doctorates. In Amey and VanDerLinden's study (2002a), 38% of workforce education administrators had doctorates. This indicated that graduate degrees were valued in the workforce education administrator labor market

Table 4-7. Education level of workforce administrators

Degree level	Group total
Bachelors	56 (100%)
Masters	23 (41%)
Masters and pursuing doctorate	9 (16%)
Doctorate	23 (41%)

Research Question 5

Research question 5 sought to determine which career advancement variables were important to workforce education administrators. Career advancement variables were grouped as external professional activities, community activities, mentoring, and internal professional activities.

Each of the career advancement variables were further divided into specific activities. External professional activities included participation in organized community activities; participation in the publication of articles, books, or technical materials; attendance at specialized professional workshops or seminars; service on the board of directors of a national professional

organization; and attendance at a higher education leadership institute. Community activities included participation in community activities at local public schools; participation in political and governmental community activities; participation in economic development and business community activities; participation in philanthropic and cultural community activities; and participation in civic and fraternal community activities. Mentoring was a separate variable.

Within the context of this study, the term mentor was defined for the participants as a long-term, professionally centered relationship between two individuals in which the more experienced individual, the mentor, guides, advises and assists in any number of ways the career of the less experienced mentee. Internal professional activities included formal, written performance reviews; career reviews; in-service staff development programs; temporary task or job rotations; and participation in special institutional taskforces, committees, and commissions. A five point Likert scale was utilized to rate the responses. The scale of importance was as follows:

- 1 = Extremely Unimportant
- 2 = Not Important
- 3 = Important
- 4 = Somewhat Important
- 5 = Extremely Important

Table 4-8 reports how the participants responded to the importance of external professional activities. The responses indicated that attendance at specialized professional workshops had the highest mean of 3.80. Participation in organized community activities had a mean of 3.66. Attendance at a higher education institute had a mean of 3.55. Serving on the board of directors for a national professional organization had a mean of 3.07. Publication of articles, books, or technical materials had the lowest mean of 2.75.

Table 4-8. External professional activities

Descriptive statistics	N	Mean	Std. deviation
participation in organized community activities	56	3.66	1.05
publication of articles, books, or technical materials	56	2.75	1.13
attendance at specialized professional workshops	56	3.80	1.14
service on the board of directors of a national professional organization	56	3.07	1.14
attendance at a higher education leadership institute	56	3.55	1.22

Table 4-9 reports the frequency of responses on the importance of external professional activities. Ninety percent of the participants felt that attendance at specialized professional workshops was important, somewhat important, or extremely important. Eighty-two percent of the participants indicated that attending higher education leadership institutes was important, somewhat important, or extremely important. Attending specialized workshops and leadership institutes were considered important career advancement variables to community and state college workforce education administrators. This varied slightly from Massie's study. In Massie's (2003) study, while attending specialized workshops was important with a mean score of 4.0, attending higher education leadership was not important with a mean score of 2.8.

Table 4-10 reports the participants' responses on the career advancement variable of importance of community activities. Participation in economic development and business community activities had the highest mean of 3.80. Participation in community activities at local schools had the next highest mean of 3.16. Participation in civic and fraternal community activities had the lowest mean of 2.98. These mean scores were consistent with those reported by Massie (2003). In Massie's (2003) study, participation in economic development/ business activities and community activities at local schools also had the highest two mean scores.

Table 4-9. Frequency of external professional activities

Descriptive statistics	1	2	3	4	5
participation in organized community activities	2 (4%)	4 (7%)	19 (34%)	17 (30%)	14 (25%)
publication of articles, books, or technical materials	8 (14.3%)	17 (30.4%)	15 (26.8%)	13 (23.2%)	3 (5.3%)
attendance at specialized professional workshops	3 (5%)	3 (5%)	15 (27%)	16 (29%)	19 (34%)
service on the board of a national professional organization	2 (4%)	19 (34%)	17 (30%)	9 (16%)	9 (16%)
attendance at a higher education leadership institute	5 (9%)	5 (9%)	14 (25%)	18 (32%)	14 (25%)

Table 4-10. Community activities

Descriptive statistics	N	Mean	Std. deviation
participation in community activities at local schools	56	3.16	1.17
participation in political and governmental community activities	56	3.00	1.16
participation in economic development and business community activities	56	3.80	1.17
participation in philanthropic and cultural community activities	56	3.04	1.04
participation in civic and fraternal community activities	56	2.98	1.04

Table 4-11 shows the frequency of responses for community activities that contributed to the career advancement of workforce education administrators. Eighty-nine percent of the participants felt that participating in economic development and business community activities were important, somewhat important, or extremely important. It was not surprising that workforce education administrators valued participation in economic and business development activities in their communities. Workforce education administrators must stay informed about the economic and business development trends in the region in order to determine what educational degrees or certificates were needed to prepare students for the job market. Participation in political and governmental community activities had the lowest importance frequency of 61%.

Table 4-11. Frequency of community activities

Descriptive statistics	1	2	3	4	5
participation in activities at local schools	5 (9%)	10 (18%)	21 (38%)	11 (20%)	9 (16%)
participation in political and governmental community activities	3 (5%)	19 (34%)	18 (32%)	7 (13%)	9 (16%)
participation in economic development and business community activities	3 (5%)	3 (5%)	17 (30%)	12 (21%)	21 (38%)
participation in philanthropic and cultural community activities	5 (9%)	10 (18%)	23 (41%)	14 (25%)	4 (7%)
participation in civic and fraternal community activities	5 (9%)	11 (20%)	24 (43%)	12 (21%)	4 (7%)

As demonstrated by the mean of 3.88, having a mentor was important to workforce education administrators. Tables 4-12 and 4-13 reports how the participants responded to the importance of having a mentor. The majority of the participants, at 91% felt that having a mentor was important, somewhat important, or extremely important, with 38% responding extremely important. This finding was consistent with Massie’s study in which mentoring had a mean score of 3.75, with 37.5% of his participant rank having a mentor as extremely important.

Table 4-12. Mentoring

Descriptive statistics	N	Mean	Std. deviation
having a mentor	56	3.88	1.06

Table 4-13. Frequency of mentoring

Descriptive statistics	1	2	3	4	5
having a mentor	1 (2%)	4 (7%)	17 (30%)	13 (23%)	21 (38%)

Tables 4-14 and 4-15 report how the participants responded to the importance of internal professional activities. Formal, written performance reviews had a mean of 3.32. With a mean of

2.91 for both, career reviews and temporary task or job rotations were viewed as not important to workforce education administrators.

Table 4-14. Internal professional activities

Descriptive statistics	N	Mean	Std. deviation
formal, written performance review	56	3.32	1.08
career review	56	2.91	0.96
in-service staff development program	56	3.18	1.01
temporary task or job rotation	56	2.91	1.12
participation in special institutional taskforces or committees	56	4.20	1.09

Table 4-15. Frequency of internal professional activities

Descriptive statistics	1	2	3	4	5
formal, written performance review	3 (5%)	9 (16%)	19 (34%)	17 (30%)	8 (14%)
career review	2 (4%)	18 (32%)	23 (41%)	9 (16%)	4 (7%)
in-service staff development program	1 (2%)	16 (29%)	16 (29%)	18 (32%)	5 (9%)
temporary task or job rotation	3 (5%)	23 (41%)	11 (20%)	14 (25%)	5 (9%)
participation in special institutional taskforces or committees	2 (4%)	2 (4%)	10 (18%)	11 (20%)	31 (55%)

Bivariate correlation analysis was used to determine if there was a significant relationship between the career advancement variables. Table 4-16 lists the career advancement variables that were analyzed for a significant relationship. There were 10 sets of career advancement variables where a significant relationship could be identified at less than the 0.001 level. Variables that had a significant relationship were further analyzed utilizing cross tabulations to determine gamma coefficient values. As shown in Table 4-17, participation in philanthropic and governmental community activities and participation in organized community activities had the strongest association as demonstrated by the gamma coefficient value of 0.771, approximate T score of 7.496 and approximate significance of 0.000.

Table 4-16. Workforce education administrators career advancement variables

Q9a. participation in organized community activities	Q10a. participation in community activities at local schools	Q12a. formal, written performance review
Q9b. publication of articles, books, or technical materials	Q 10b. participation in political and governmental community activities	Q12b. career review
Q9c. attendance at specialized professional workshops	Q10c. participation in economic development and business community activities	Q12c. in-service staff development program
Q9d. service on the board of a national professional organization	Q10d. participation in philanthropic and cultural community activities	Q12d. temporary task or job rotation
Q9e. attendance at a higher education leadership institute	Q10e. participation in civic and fraternal community activities	Q12e. participation in special institutional taskforces or committees

Table 4-17. Workforce education administrators career advancement coefficients

	Gamma value	Asymp. std. error	Approx. t	Approx. sig.
Q9a,9c	.412	.150	2.525	.012
Q9b,9d	.385	.139	2.637	.008
Q9c,9e	.451	.137	3.033	.002
Q9a,10a	.738	.096	6.325	.000
Q10b,9a	.569	.113	4.392	.000
Q10b,10a	.514	.122	3.864	.000
Q10c,9a	.537	.133	3.520	.000
Q10c,10a	.412	.146	2.640	.008
Q10d,9a	.771	.077	7.496	.000
Q10d,10a	.388	.136	2.618	.009
Q10d,10e	.753	.088	5.956	.000

Research Question 6

Workforce Education Administrator participants were asked about the importance of career mobility variables. The career mobility variables were grouped under three broad categories: (1) reasons for moving to their current institution, (2) reasons for remaining at their current institution, and (3) job search activities.

Each of the career mobility variables were further divided into specific activities. The activities included with the reasons for moving to their current institution variable were mission and philosophy of the institution, potential for advancement, geographic location, better institutional reputation and duties and responsibilities of the position. The activities included with the reasons for remaining at the institution variable were duties and responsibilities of the position, salary, competence and congeniality of colleagues, potential for advancement, and geographic location. The activities included with the job search variable were contacting colleagues at other institutions, developing new contacts, informing or consulting with a mentor, attending workshops or training programs and responding to position announcements.

As shown in Table 4-18, the duties and responsibilities of the position had the highest mean score of 4.26. The participants also placed a high importance on the geographic location of the position with a mean score of 4.09. The mean scores of the mission and philosophy of the institution and the potential for advancement activities were relatively close at 3.67 and 3.62, respectively. The lowest mean score of 3.56 was a better institutional reputation. Massie's study also reflected a high mean score of 4.62 for the duties and responsibilities of the position variable. The extent of the duties and responsibilities of the position was more important to participants than any of the other reasons for moving mobility variables.

Table 4-18. Workforce education administrators reason for moving to the institution

Descriptive statistics	N	Mean	Std. deviation
mission and philosophy of the institution	55	3.67	1.12
potential for advancement	55	3.62	1.11
geographic location	56	4.09	1.10
a better institutional reputation	55	3.56	1.14
duties and responsibilities of the position	55	4.26	1.09

Table 4-19 shows that 95% of the workforce education administrator participants felt that the geographic location was an important, somewhat important or extremely important reason for moving to their current institution. Of that group, more than half of the participants, at 52%, felt that the geographic location was extremely important. While 92% percent of participants felt that duties and responsibilities of the position were important, somewhat important factors in moving to their current institution, 60% of that group viewed duties and responsibilities as extremely important.

Table 4-19. Frequency of workforce education administrators reason for moving to the institution

Descriptive statistics	1	2	3	4	5	Group total
mission and philosophy of the institution	2 (4%)	5 (9%)	19 (35%)	12 (22%)	17 (31%)	55
potential for advancement	1 (2%)	9 (16%)	15 (27%)	15 (27%)	15 (27%)	55
geographic location	2 (4%)	1 (2%)	16 (29%)	8 (14%)	29 (52%)	56
a better institutional reputation	2 (4%)	8 (15%)	16 (29%)	15 (27%)	14 (25%)	55
duties and responsibilities of the position	2 (4%)	2 (4%)	9 (16%)	9 (16%)	33 (60%)	55

Table 4-20 shows how participants responded to the variables related to remaining at their current institution. When asked about the reasons for remaining at their current institution, once again the duties and responsibilities of the position had the highest mean score of 4.27. The geographic location with a mean score of 4.14 was also an important reason for continuing employment at their current institution. The mean score for the competence and congeniality of

colleagues at 4.11, was not only very close to the mean score for geographic location, but also indicated importance in remaining at their current institution. Participants ranked colleague competence and congeniality as even more important than salary. Salary had a mean score of 3.89. These mean scores were consistent with Massie’s results in which duties and colleague competence had high mean scores of 4.4 and 4.0 respectively. Potential for advancement had the lowest mean of 3.50. Advancing to a higher position was also unimportant in Massie’s (2003) study with a mean of 2.9.

Table 4-20. Workforce education administrators reasons for remaining at the institution

Descriptive statistics	N	Mean	Std. deviation
duties and responsibilities	56	4.27	1.09
salary	56	3.89	0.89
competence and congeniality of colleagues	56	4.11	1.02
potential for advancement	56	3.50	1.25
geographic location	56	4.14	1.05

Table 4-21 shows the frequency of responses for the activities related to the reasons for remaining at current institution variable. Participant responses showed salary, at 97%, was an important, somewhat important or extremely important reason for remaining at their current institution.

Table 4-21. Frequency of workforce education administrators reasons for remaining at the institution

Descriptive statistics	1	2	3	4	5	Group total
duties and responsibilities	2 (4%)	1 (2%)	12 (21%)	6 (11%)	35 (63%)	56
salary	1 (2%)	1 (2%)	16 (29%)	23 (41%)	15 (27%)	56
competence and congeniality of colleagues	2 (4%)	1 (2%)	11 (20%)	17 (30%)	25 (45%)	56
potential for advancement	2 (4%)	12 (21%)	16 (29%)	8 (14%)	18 (32%)	56
geographic location	1 (2%)	3 (5%)	12 (21%)	11 (20%)	29 (52%)	56

Ninety-five percent of participants responded that both variables of duties/responsibilities of the position and competence/congeniality of colleagues were important, somewhat important, or extremely important. Sixty-three percent of the participants felt that the duties and responsibilities were extremely important reasons for remaining at the institution.

According to the response rates, workforce education administrators placed high importance on networking with colleagues at peer institutions. Table 4-22 displays the participant response rate on the importance of various activities related to the job search career mobility variable. With a mean score of 4.20, developing new contacts was the most important job search activity to participants. Communicating with colleagues at other institutions had the second highest mean score of 3.93. Responding to position announcements had a mean score of 3.80. Attending workshops or training programs had the lowest mean score of 3.68. This differed from Massie’s study in which participants placed the highest importance with responding to position announcements, with a mean of 3.87. The next highest mean score in Massie’s study was developing new contacts with a mean score of 3.81.

Table 4-22. Workforce education administrators job search activities

Descriptive statistics	N	Mean	Std. deviation
contacting colleagues at other institutions	56	3.93	1.08
developing new contacts	56	4.20	1.00
informing/consulting with a mentor	56	3.77	0.85
attending workshops or training programs	56	3.68	0.99
responding to position announcements	56	3.80	1.09

Table 4-23 illustrates the frequency of responses for job search activities. At a response rate of 54%, more than half of the participants responded that developing new contacts was extremely important. Forty-one percent of the participants responded that contacting colleagues at other institutions was extremely important. With important, somewhat important, and

extremely important responses combined, the informing and consulting with a mentor activity had the highest importance response rate of 99%. Fifty-four out of 56, or 97% of participants felt that developing new contacts was an important job search activity.

Table 4-23. Frequency of workforce education administrators job search activities

Descriptive statistics	1	2	3	4	5	Group total
contacting colleagues at other institutions	1 (2%)	4 (7%)	16 (29%)	12 (21%)	23 (41%)	56
developing new contacts	1 (2%)	1 (2%)	14 (25%)	10 (18%)	30 (54%)	56
informing/consulting with a mentor	0 (0%)	1 (2%)	25 (45%)	16 (29%)	14 (25%)	56
attending workshops or training programs	2 (4%)	2 (4%)	21 (38%)	18 (32%)	13 (23%)	56
responding to position announcements	1 (2%)	6 (11%)	15 (27%)	15 (27%)	19 (34%)	56

Summary

Chapter 4 discussed how the 56 workforce education administrator participants responded to the Today’s Academic Leader survey. The variables of career advancement, career mobility and job search were analyzed using descriptive and qualitative analysis along with correlation. Requests for participation were sent to the 88 workforce administrators who are members of the Occupational Education Standing Committee (OESC) for Florida State and Community Colleges. There were 56 usable surveys completed for a 64% response rate.

Research questions 1 and 2 examined the previous career lines of workforce education administrators. Eighty-seven percent of the participants were selected from within the community college labor market, according to the responses given to the first previous position variable. Seventy-one percent of participants were inside the community college labor market for their second previous position. Nearly half of the participants, or 43%, held positions outside postsecondary education as their third previous position.

Research question 3 inquired whether workforce education administrators held a faculty position during their immediate three previous positions. Nearly one-third of the participants, at

36%, listed faculty member, including department heads and adjuncts, as one of their three previous positions.

Research question 4 asked participants about their postsecondary education credentials. All 56 of the participants had obtained a bachelor's degree. Fifty-seven percent of the participants had at least a master's degree. Of the 57%, 41% of the participants had earned a master's degree and 16% are currently pursuing a doctorate degree. Forty-one percent of the participants also had an earned doctorate degree.

Research question 5 sought to determine which career advancement variables were important to workforce education administrators. Ninety percent of the participants felt that attendance at specialized professional workshops was important. Ninety-three percent of workforce education administrators felt that participation in special institutional taskforces or committees was an important internal development activity. The majority of the participants, at 91%, felt that having a mentor was important.

Research question 6 asked participants about the importance of career mobility variables. Ninety-five percent of the workforce education administrator participants felt that the geographic location was an important reason for moving to their current institution. Ninety-two percent of participants felt that duties and responsibilities of the position were important. Participant responses showed salary, at 97%, was an important reason for remaining at their current institution. Ninety-five percent of participants responded that both variables of duties/responsibilities of the position and competence/congeniality of colleagues were important factors in remaining at their institution. Ninety-seven percent of participants felt that developing new contacts was an important job search activity.

CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

This study expanded and updated earlier research completed by Dr. Susan Twombly (1986) and Dr. Richard Massie(2003) in an effort to identify the career pipeline of community college workforce administrators. Dr. Twombly and Dr. Massie researched career histories of community college presidents, chief academic officers and chief student affairs officers to identify the structure of the labor market. This study narrowed the focus to community college workforce administrators. The purpose of this study was to examine the applicability of internal labor market theory to the career advancement of community and state college workforce administrators.

Participant Demographics

Analysis of the labor market in this study found that the majority of community and state college administrators were female. Females outnumbered the males by more than 14%. Moore, et al. (1985) found that women were underrepresented specifically in the workforce education administrator position when compared with other community college administrative positions such as president, chief academic officer and chief business officer. A subsequent study by Amy and VanDerLinden (2002a) also found that males significantly outnumbered females in community college workforce education administrator positions by more than 42%. However, by 2003 when Massie completed his study, the number of females outnumbered the number of males in the community college workforce education administrator position by 12%. This indicated that female representation in the community and state college workforce education administrator position had steadily increased since the early 1980s.

Analysis of the labor market and ethnicity showed that the overwhelming majority of community and state college workforce education administrators were Caucasian. Eighty-seven percent of those who participated in this study were Caucasian. Only 13% of the participants were minorities. While the African-American, Hispanic, and Native American ethnicities were sparsely represented, there were no Asian Americans. This finding was consistent with previous similar studies. Minority representation has remained minimal since the 1980s. In the study by Moore et al. (1985), 90% of community college administrators were Caucasian. In the study by Amey and VanDerLinden (2002a), 84% of the respondents were Caucasian. In the study by Massie (2003), 73% of the respondents were Caucasian.

The majority of the participants in this study were baby boomers, born prior to 1964. Of the 48 responses to age, 79% were baby boomers. Twelve percent of the participants were born between 1965 and 1976. Eight percent of the participants were born prior to 1946. This indicated that 87% of the participants were approaching or already at retirement age. This supported the studies that point to a pending leadership gap due to retiring baby boomers.

Internal Labor Market Theory

This research signified support for the internal labor market theory for community and state college administrators. In order to advance to the workforce administrative rank at a community or state college, there were certain internal labor market customs and practices related to career path and education level that were followed. The majority of the participants advanced through the community college labor market through traditional academic pathways. Eighty-seven percent of the community and state college workforce education administrators that participated in this study were selected from within the internal community and state college labor market. This indicated that the community and state college workforce education administrator market was relatively closed to individuals from external labor markets. The

internal labor market dominated the selection of community and state college workforce education administrators in this study. These findings supported Amey and VanDerLinden's (2002a) study, in which 84% of the community college workforce education administrators surveyed had come from within the community college labor market. Massie's (2003) study reflected a lower number, at 75%, of internal selections. This indicated that while workforce education administrators had past experience in the business and industry labor market, they did not immediately enter a postsecondary education administrative position directly from that external market.

Thirty-eight percent, the majority, of workforce education administrators in this study held a dean or director position as their first previous position. This percentage was up from Massie's (2003) study in which only 25% of workforce education administrators were previously deans. However, in Massie's (2003) study the number of workforce education administrators who were previously was actually tied at 25% with the number of administrators who were pulled directly from a labor market external to postsecondary institutions. The findings in this study contradict the findings of Massie (2003), whose research indicated that internal labor market theory did not apply to community and state college workforce education administrators; it was only applicable to college presidents and chief academic officers. The difference in findings could possibly be attributed to factors such as the economic conditions at during the timeframe of the study (2003 vs. 2010), sample size (16 vs. 56), or location (Nationwide vs. Florida). Even at the second previous position, 71% of the participants were within the internal community and state college labor market. The third previous position appeared to be the optimal entryway into the community and state college workforce education administrator labor market. At the third previous position, 43% of the participants were completely outside the postsecondary labor

market. In Massie's (2003) study, 25% of the participants were in positions external to the postsecondary labor market in their third previous position.

Nearly one-third of the participants, at 36%, listed faculty member, including department heads and adjuncts, as one of their three previous positions. The majority, at 59%, did not list faculty member in any capacity as one of their three immediate previous positions. Although this figure was consistent with Massie's (2003) study in which 56% of workforce education administrators responded that they never held a faculty position, this did not signify that the participants in this study were never faculty members. The scope of this study only inquired into the first three previous positions of the career ladder. Therefore it was quite possible that a portion of the 59% in this study were faculty members prior to their third previous position.

The internal labor market in this study indicated that a bachelor's degree was the required credential for community and state college workforce education administrators. This was an important note because many workforce industries only required a certain type of industry certification as opposed to a bachelor's degree. It was also important to note that graduate degrees were becoming the norm for community college workforce education administrators. Fifty-seven percent of the participants had at least a master's degree. Forty-one percent, almost half of the participants also had a doctorate degree. In Massie's (2003) study 50% of the workforce administrators had doctorates. In Amey and VanDerLinden's study (2002a), 38% of workforce education administrators had doctorates. The community college workforce education administrative labor market was quickly trending towards requiring graduate degrees.

This research also collected internal labor market data on the participants' perception of the importance of career advancement variables relating to external, community, mentor and internal activities. The community college internal labor market necessitated ongoing external

and internal professional development activities. The most important external activity was attending specialized professional workshops. Ninety percent of the participants felt that attendance at specialized professional workshops was important. Eighty-two percent of the participants indicated that attending higher education leadership institutes was important. Attending specialized workshops and leadership institutes were considered important career advancement variables in the community college internal labor market. This varied slightly from Massie's study. In Massie's (2003) study, while attending specialized workshops was important, attending higher education leadership was not important. Amey and VanDerLinden's study indicated that 90% of their participants engaged in on campus staff development programs. The most important internal professional activity was participation in special institutional taskforces or committees. Ninety-three percent of workforce education administrators felt that participation in special institutional taskforces or committees was important, somewhat important or extremely important. Massie's (2003) study reflected a lower percentage of 57% for participation in special institutional taskforces. In Amey and VanDerLinden's (2002a), 95% of their administrators participated in institutional taskforces. Participants in their study also placed importance on off-campus leadership development programs. The most important community activity was participation in economic and business development. Being actively involved with local businesses and industries, as well as partnerships with organizations such as the local Chamber of Commerce and Regional Workforce Board was a critical internal labor market activity for persons looking to advance. Participation in activities at local schools was also an important activity to the internal labor market. Being actively engaged in these community activities demonstrated awareness and commitment to community needs. While publications may be a vital part of the university internal labor market, it was not important to career

advancement in the community and state college workforce education internal labor market. When applying mentoring to community and state college internal labor market theory, this study found mentoring important to career advancement. The majority of the participants, at 91%, felt that having a mentor was important. This finding was consistent with both Massie's (2003) and Amey and VanDerLinden's (2002a) studies.

The internal labor market theory indicated that administrators strongly consider the duties and responsibilities of the position, geographic location and mission and philosophy when moving to an institution. Ninety-five percent of the workforce education administrator participants felt that the geographic location was an important reason for moving to their current institution. Ninety-two percent of participants felt that duties and responsibilities of the position were important. This finding was consistent with Massie's study. In Massie's (2003) study, the duties and responsibilities of the position was the most important factor as reflected by the highest mean score. When deciding to remain at an institution the internal labor market indicated that administrators took into account salary, the duties and responsibilities of the position, competence and collegiality of colleagues, and geographic location. Participants' responses showed salary, at 97%, was an important reason for remaining at their current institution. Ninety-five percent of participants responded that both variables of duties/responsibilities of the position and competence/congeniality of colleagues were important factors in remaining at their institution. In Massie's study (2003), duties and colleague competence also had the highest mean scores. The internal labor market theory required job search activities that placed a strong emphasis on networking. Ninety-seven percent of participants felt that developing new contacts was the most important job search activity. This differed from Massie's study in which participants placed the highest importance with responding to position announcements.

Implications for Higher Education Administrators

Internal labor market theory for community and state college administrators has several requirements. The internal labor market theory requires community and state college workforce administrators to obtain a master's degree and strongly consider earning a doctorate. Those wishing to advance up the workforce education administrative ranks should participate in external activities such as participation in organized community, philanthropic and governmental activities. Attending specialized workshops and leadership institutes were considered important career advancement variables in the community college internal labor market. In order to be effective, Campbell, Syed, & Morris (2010) recommended that leadership institutes recognize the needs of leaders and incorporate pedagogical practices that allow them to build upon experience. The most critical internal labor market requirements for advancing up the career ladder were participation in economic and business community activities and being actively involved with the local school system. These external and community activities will provide valuable assistance in gaining understanding of community needs as well as formulate integral partnerships that will advance the institution and community. The internal labor market required administrators to seek out a mentor as well as serve as a mentor to someone else. Participation in special institutional taskforces, committees, or commissions was the premier requirement for the internal labor market.

Community and state college workforce education administrator labor market theory had indicators in the area of career mobility. The internal labor market theory indicated that administrators strongly consider the duties and responsibilities of the position, geographic location and mission and philosophy when moving to an institution. When deciding to remain at an institution the internal labor market indicated that administrators take into account the duties and responsibilities of the position, competence and collegiality of colleagues, and geographic

location. The internal labor market theory required job search activities that place a strong emphasis on networking. Workforce education administrators should develop new contacts, contact colleagues at peer institutions and respond to position announcements according to the internal labor market.

This study indicated that workforce education administrators now followed traditional academic pathways related to education level and career ladder. One of the strengths of the community college was its historic ability to quickly respond to rapidly changing business and industry needs. Providing workforce training requested by local employers and employees helped build the community's economic capacity (Cook, 2000). Following traditional academic pathways and pedagogy may not be ideal to keep pace with the innovation and quick response required by business and industry. Community college workforce education leaders must ensure that they don't exchange their ability to quickly respond to business and industry for the slower response of traditional academics.

Recommendations

Future studies should expand knowledge of internal labor market similarities and differences across institution types. Further research should also be done to determine the optimal methods to increase minority participation in the community and state college workforce education administrator labor market. Most of the data drawn from this study took place prior to a significant downturn in the economy for state and federal governments. Further research should be done to examine the economic impact on pending leadership gaps. Most of the participants in this study were at or approaching retirement age, which implies that a new generation will soon take leadership roles. Further studies should examine leadership styles and preferences of future generations. Other recommendations for future study include:

- How does workforce education internal labor market theory for community colleges that only offer two year degrees compare with those that also offer four year degrees?
- What impact does the state of the economy have on leadership gaps and labor market theory?
- What type of workforce education internal labor market encourages optimal minority participation?
- How is internal labor market theory impacted by generational differences of retiring baby boomers with incoming generation x, and millennials?
- What role do leadership attributes play in workforce education internal labor markets?

Summary

Chapter 5 discussed conclusions, recommendations for future research and implications for community college administrators. The implications surround internal labor market requirements related to external and internal professional activities, community, and job search activities. This research signified support for the internal labor market theory for community and state college administrators. In order to advance to the workforce administrative rank at a community or state college, there were certain internal labor market customs and practices related to career path and education level that were followed. The majority of the participants advanced through the community college labor market through traditional academic pathways. This indicated that the community and state college workforce education administrator market is relatively closed to individuals from external labor markets. The community college internal labor market necessitated ongoing external and internal professional development activities for career advancement. Future studies should expand knowledge of internal labor market similarities and differences across institution types. Further research should also be done to determine the optimal methods to increase minority participation in the community and state college workforce education administrator labor market. Most of the data drawn from this and other studies took

place prior to a significant downturn in the economy for state and federal governments. Further research should be done to examine the economic impact on pending leadership gaps.

APPENDIX A
FLORIDA COLLEGE SYSTEM APPROVED BACHELOR'S DEGREE
PROGRAMS

Broward College

Degree	Program Name
BS	Exceptional Student Education
BS	Middle Grades Mathematics Education
BS	Middle Grades Science Education
BS	Secondary Biology Education
BS	Secondary Mathematics Education
BS	Nursing
BAS	Information Technology
BAS	Supervision Management
BAS	Technology Management

College of Central Florida

Degree	Program Name
BS	Early Childhood Education
BAS	Business and Organizational Management

Chipola College

Degree	Program Name
BS	Elementary Education
BS	Exceptional Student Education
BS	Middle Grades Mathematics Education
BS	Middle Grades Science Education
BS	Secondary Biology Education
BS	Secondary English Education
BS	Secondary Mathematics Education
BS	Nursing
BAS	Organizational Management
BS	Business Administration

Daytona State College

Degree	Program Name
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BS Elementary Education
 BS Exceptional Student Education
 BS Secondary Biology Education
 BS Secondary Chemistry Education
 BS Secondary Earth/Space Science Education
 BS Secondary Mathematics Education
 BS Secondary Physics Education
 BAS Supervision and Management
 BS Engineering Technology

Edison State College

Degree	Program Name
BS	Elementary Education
BS	Middle Grades Language Arts Education
BS	Middle Grades Mathematics Education
BS	Middle Grades Science Education
BS	Secondary Biology Education
BS	Secondary Mathematics Education
BS	Nursing
BAS	Cardiopulmonary Sciences
BAS	Public Safety Management
BAS	Supervision and Management

Florida State College at Jacksonville

Degree	Program Name
BS	Early Childhood Education
BS	Nursing
BAS	Computer Networking
BAS	Fire Science Management
BAS	Information Technology Management
BAS	Public Safety Management
BAS	Supervision and Management
BS	Biomedical Sciences
BS	Business Administration

Gulf Coast Community College

BAS Technology Management

Indian River State College

Degree Program Name

BS Exceptional Student Education
BS Middle Grades Mathematics Education
BS Middle Grades Science Education
BS Secondary Biology Education
BS Secondary Mathematics Education
BS Nursing
BAS Digital Media
BAS Organizational Management
BS Biology
BS Human Services

State College of Florida, Manatee-Sarasota

Degree Program Name

BS Early Childhood Education
BS Nursing
BAS Energy Technology Management
BAS Health Services Administration
BAS Public Safety Administration/Homeland Security

Miami Dade College

Degree Program Name

BS Exceptional Student Education
BS Secondary Biology Education
BS Secondary Chemistry Education
BS Secondary Earth/Space Science Education
BS Secondary Mathematics Education
BS Secondary Physics Education
BS Nursing
BAS Film, Television, and Digital Production
BAS Health Science with an Option in Physician Assistant Studies

BAS Public Safety Management
BAS Supervision and Management
BS Electronics Engineering Technology

Northwest Florida State College

Degree Program Name

BS Elementary Education
BS Middle Grades Mathematics Education
BS Middle Grades Science Education
BS Nursing
BAS Project Management

Palm Beach State College

Degree Program Name

BS Nursing
BAS Information Management
BAS Supervision and Management

Pensacola State College

Degree Program Name

BS Nursing
BAS Supervision and Administration

Polk State College

Degree Program Name

BAS Supervision and Management

Santa Fe College

Degree Program Name

BS Early Childhood Education
BAS Clinical Laboratory Science
BAS Health Services Administration

Seminole State College of Florida

Degree Program Name

BAS Interior Design
BS Architectural Engineering Technology
BS Business Information Management

- BS Construction Management
- BS Information Systems Technology

St. Johns River State College

Degree Program Name

- BS Early Childhood Education
- BAS Organizational Management

St. Petersburg College

Degree Program Name

- BS Educational Studies
- BS Elementary Education
- BS Exceptional Student Education
- BS Middle Grades General Science Education
- BS Middle Grades Mathematics Education
- BS Secondary Biology Education
- BS Secondary Business Technology Education
- BS Secondary Mathematics Education
- BS Secondary Technology Education
- BS Nursing
- BAS Banking
- BAS Dental Hygiene
- BAS Health Services Administration
- BAS International Business
- BAS Management and Organizational Leadership
- BAS Orthotics and Prosthetics
- BAS Paralegal Studies
- BAS Public Safety Administration
- BAS Sustainability Management
- BAS Technology Management
- BAS Veterinary Technology
- BS Biology
- BS Business Administration
- BS Public Policy and Administration

Valencia Community College

Degree Program Name

BS Electrical and Computer Engineering Technology

BS Radiologic and Imaging Sciences

BS = Bachelor of Science

BAS = Bachelor of Applied Science

APPENDIX B
EMAIL TO PARTICIPANTS

Hello,

At the last Occupational Education Steering Committee (OESC) meeting, I discussed a study that I was doing for my dissertation. You have been selected to participate in this study that examines how internal labor market theory applies to the selection, promotion, and career pathways of community college workforce administrators. You will be asked to complete a brief survey about your educational and career background, current responsibilities, and leadership attributes. The survey should take no longer than 10 minutes

No minimum risks will be anticipated. The study will add to the understanding of the career pathway, education, and role of the workforce administrator in an effort to enhance education and training of future community college workforce administrators. There is no compensation for participating in the study.

Your identity will be kept confidential to the extent provided by law. The data will be stored in the password protected computer of the principal investigator in a locked office. The final results will be a part of my dissertation. Responses will only be reported in aggregate. No email or IP address will be collected or associated with any responses.

Your participation in this study is completely voluntary. Completion of the survey implies your consent to participate. There is no penalty for not participating. You have the right to withdraw from the study at any time without consequence. You do not have to answer any questions you do not want to answer.

Whom to contact if you have questions about the study: Terri Daniels, principal investigator, University of Florida Graduate student, tgdaniel@fscj.edu 904-632-3059

Whom to contact about your rights as a research participant in the study:
UFIRB Office, Box 112250, University of Florida, Gainesville, FL 21611, 352-392-0433.

Below is the link to the survey. This link is unique to you. Please do not forward it.

Career Structures of Workforce Education Administrators

<http://www.keysurvey.com/survey/311359/test/>

APPENDIX C
TODAY'S ACADEMIC LEADER ONLINE SURVEY

Career Structures of Workforce Education Administrators

In the new millennium community and state college workforce administrators are faced with decisions that impact their own future as well as that of their institutions. The role of workforce education administrators is evolving as the mission of the community or state college expands. This study is a way for you to assist in building knowledge about community and state college workforce education administrators' careers. Because of the nature of the study, you are asked to identify your position and your institution. You may be assured the confidentiality of your responses will be protected. Data will be released in the form of statistical summaries only; under no circumstances will information be reported on an individual basis. Please answer all of the questions. Your responses on all items are important.

What is your title?

Does your institution offer baccalaureate degrees?

Yes

No

During the current academic year have you taught any courses?

No

Yes, at my present institution

Yes, at a different institution.

Yes, at both my institution and a different institutions

For the following list of degrees, where applicable, please tell your major and the year it was earned.

Associate:

Bachelor's:

Master's:

Doctorate:

Other:

While enrolled in a graduate degree program did you hold any of the following

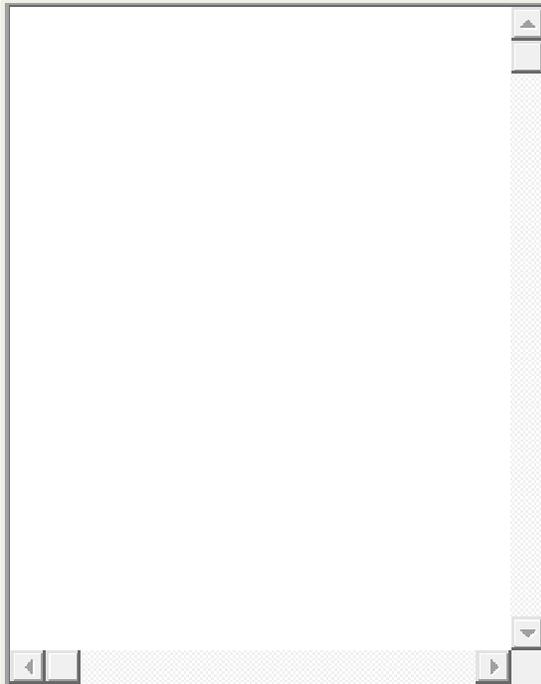
positions? (Check all that apply)

- Research Assistant
- Teaching Assistant
- Program/Residence Hall Assistant
- Fellowship
- Other Graduate Assistant
- Sabbatical
- Full-time job
- Part-time job

PROFESSIONAL BACKGROUND

We are interested in learning about your work history. Please list your immediate three previous paid professional positions (Do not include your current position or any graduate assistant-type work). For each line, only list the position, institution/company, and years. For example:

**Dean of Workforce Programs, America University, 2005-2010
Director of Allied Health, States Community College, 2000-2005**



The following items ask you to state how you feel about career advancement and career mobility issues. Please select the option that best represents your feelings.

We are interested in learning about external professional activities which you feel have contributed to your professional advancement as administrator. Please select the option that best represents your feelings.

During your advancement as an administrator, how important was:

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
participation in organized community activities?	<input type="radio"/>				
participation in the publication of books, articles, or technical materials?	<input type="radio"/>				
attending specialized professional workshops or seminars?	<input type="radio"/>				
serving on the board of directors of a national professional organization?	<input type="radio"/>				
attending a higher education leadership development institute?	<input type="radio"/>				

We are interested in learning about community activities that you feel have contributed to your professional advancement as an administrator. Please select the option that best represents your feelings.

During your advancement as administrator, how important was:

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
participating in community activities at local schools?	<input type="radio"/>				
participating in political and governmental community activities?	<input type="radio"/>				
participating in economic development and business community activities?	<input type="radio"/>				
participating in philanthropic and cultural community activities?	<input type="radio"/>				
participating in civic and fraternal community activities?	<input type="radio"/>				

The term mentor is often used to identify a long-term, professionally centered relationship between two individuals in which the more experienced individual, the mentor, guides, advises and assists in any number of ways the career of the less experienced mentee. Please select the option that best describes your feelings.

During your advancement as an administrator, how important was having a mentor?

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
	<input type="radio"/>				

We are interested in learning about internal professional activities which you feel have contributed to your professional advancement as an administrator. Please select the option that best represents your feelings.

How important were the following internal professional activities been for your career advancement:

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
formal, written performance review?	<input type="radio"/>				
career review?	<input type="radio"/>				
in-service staff development program?	<input type="radio"/>				
temporary task or job rotation?	<input type="radio"/>				
participation in special institutional taskforces, committees, and commissions?	<input type="radio"/>				

Career Mobility

We would like to know how you obtained your current position. Please select the option that best represents your feelings.

How did you first become a candidate for your current position? Please select one.

- Applied directly
- Mentor recommended me
- Nominated by person other than mentor
- Invitation from a search committee
- Assumed acting appointment
- Appointed by senior administrator
- Created position and got it funded
- Other (Please specify):

Did you search for a job before accepting your present position? Select only one.

- No
- Yes, somewhat actively
- Yes, very actively

We are interested in learning about your reason for moving to the institution in which

you now work. Please select the option which best represents your feelings.

When you moved to the institution in which you now work, how important was (were):

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
the mission and philosophy of the institution?	<input type="radio"/>				
the potential for advancement?	<input type="radio"/>				
the geographic location?	<input type="radio"/>				
a better institutional reputation?	<input type="radio"/>				
the duties and responsibilities of the position?	<input type="radio"/>				

We are interested in learning about your reason for remaining at the institution in which you now work. Please select the option that best represents your feelings.

How important are the following reason(s) for remaining at your current institution:

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
Duties and responsibilities?	<input type="radio"/>				
Salary?	<input type="radio"/>				
Competence and congeniality of colleagues?	<input type="radio"/>				
Potential for advancement?	<input type="radio"/>				
Geographic location?	<input type="radio"/>				

We are interested in learning about which job search activities you feel contribute and are important for the career advancement of a community/state college workforce administrator. Please select the option that best describes your feelings.

How important are the following job search activities for the career advancement of a community/state college workforce administrator:

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
Contacting colleagues at other institutions?	<input type="radio"/>				
Developing new contacts?	<input type="radio"/>				
Informing/consulting with a mentor?	<input type="radio"/>				
Attending workshops or training programs?	<input type="radio"/>				
Responding to position announcements?	<input type="radio"/>				

Demographic Information

We are interested in some basic demographic information about you. All information in the survey is confidential and will not be identified with your name.

What is your gender?

- Male
- Female

What is your racial or ethnic group?

- Black/African American
- White/Caucasian
- Hispanic
- Asian
- Native American
- Other (Please specify):

Year of Birth:

State where you were born(Also include country, if you were NOT born in the United States)

If I have not covered the things that you consider important in the career path of community/state college administrators, please use this space for comments. Your suggestions are welcome.

Thank you for taking the time to participate in our efforts to understand the career advancement patterns of community/state college administrators. If you would like a copy of the results of this study, please email Terri Daniels at tgdaniel@fscj.edu.

APPENDIX D
INFORMED CONSENT

Protocol Title: Career Structures of Workforce Administrators: Internal Labor Market Theory

Please read this consent carefully before you decide to participate in this study

Purpose of the study: To examine how internal labor market theory applies to the selection, promotion, and career pathways of community college workforce administrators.

What you will be asked to do in the study: To complete a brief questionnaire about your educational and career background, current responsibilities, and leadership attributes.

Time required: 15 minutes

Risks and benefits: No minimum risks will be anticipated. The study will add to the understanding of the career pathway, education, and role of the workforce administrator in an effort to enhance education and training of future community college workforce administrators.

Compensation: There is no compensation for participating in the study.

Confidentiality: Your identity will be kept confidential to the extent provided by law. The final results will be a part of my dissertation

Voluntary participation: Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study: You have the right to withdraw from the study at any time without consequence. You do not have to answer any questions you do not want to answer.

Whom to contact if you have questions about the study: Terri Daniels, principle investigator, University of Florida Graduate student, tgdaniel@ufl.edu 904-632-3059

Whom to contact about your rights as a research participant in the study:
UFIRB Office, Box 112250, University of Florida, Gainesville, FL 21611, 352-392-0433.

I have read the procedure outlined above. I voluntarily agree to participate in this study and have received a copy of this description. I understand that completion of the survey implies my consent to participate.

Principle Investigator's signature and date

Terri G. Daniels 8/6/10

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BIOGRAPHICAL SKETCH

Terri G. Daniels was born in 1971, in Jacksonville, Florida, to Ronald and Deborah Graham. She was an advanced student and graduated with honors from the Duval County school system. She earned both her Bachelor of Science and Master of Education degrees in elementary education from Florida Agricultural and Mechanical University in Tallahassee, Florida. She taught elementary school in Atlanta, Georgia, then relocated to Orlando, Florida to teach middle school for five years. She returned to school and earned her Master of Business Administration with a double concentration in management and marketing from Crummer School of Business at Rollins College in Winter Park, Florida. She worked as a market development specialist in the business sector before moving back the education field at Florida Community College at Jacksonville. She returned to graduate school and attended the University of Florida, where she earned her Doctor of Education degree in 2011. She is currently Director of Workforce Program Development at Florida State College in Jacksonville, Florida.